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ABSTRACT

Written for grades K-5 from a multicultural perspective, the curriculum guide has a dual focus: intracultural and intercultural. Rationales for this focus include raising the sensitivity of students toward their own cultural groups and examining the commonalities across cultures for an awareness of what binds people together. Implementation of a multicultural curriculum is intended to achieve the following objectives: (1) to encourage in students self-definition as well as sensitive group interaction and participation; (2) to help everyone involved in the curriculum recognize that each cultural group has a special contribution to make to the educational experience of all students; and (3) to help everyone involved respond positively to the cultural identities of others. The guide's systematic approach is carried out through concepts, objectives, and activities that directly reflect major skills described within the guide and are supported by references to textbooks, materials, instructional tools, and sources that are culturally appropriate, authentic, and that avoid stereotypes and misconceptions. At each grade level major emphasis is handled separately and each curricular goal is subdivided into five parts: objectives, suggested activities, textbook references, other sources, and integration. Developed consistently in the total program but not necessarily receiving equal emphasis in any one year are seven strands that appear throughout the K-5 program: government and law (citizenship); economics and consumerism (wants, needs, and choices); sociology (family and other groups); social psychology (self-awareness); geography; history (change and opportunity); and anthropology (culture). An appendix of 115 social studies skills is included. (TRS)

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Elementary Social Studies Curriculum Guide (K-5)

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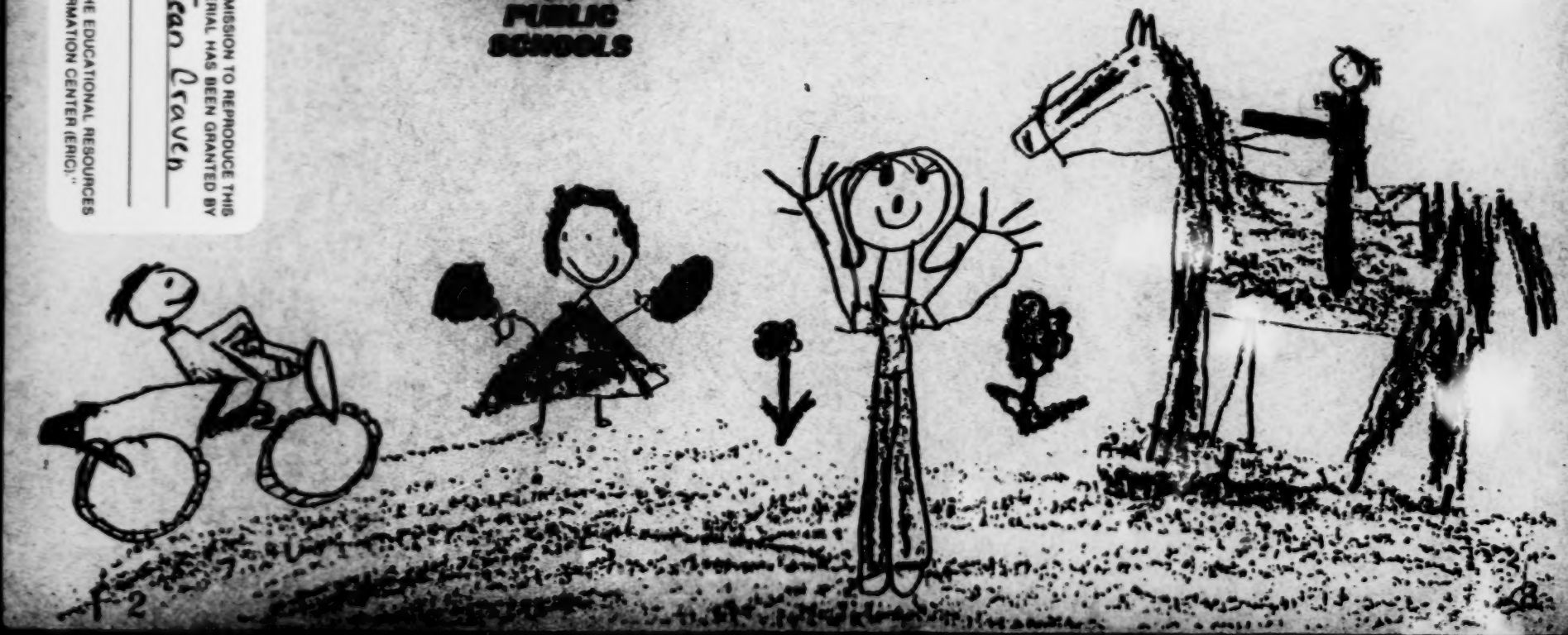

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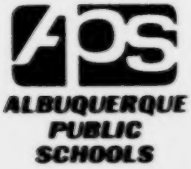

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Spring 1986

ELEMENTARY SOCIAL STUDIES CURRICULUM GUIDE

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INTRODUCTION

Here is a curriculum guide that:

offers opportunities for students to observe and participate in the affairs of the community

engages students directly and actively in the learning process

relates directly to the immediate concerns of the students

relies on the use of a broad range of instructional materials and media

offers a scope and sequence that is developmentally based

respects the right of teachers to make professional choices for effectively meeting learner objectives

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WHY SOCIAL STUDIES?

What Is Social Studies?

Social Studies is a basic subject of the K-12 curriculum that draws its content from history, geography, government, law, anthropology, economics, psychology, sociology, and, in some respects, from the humanities and science.

Social studies education engenders democratic beliefs and values, such as justice, equality, responsibility, freedom, diversity, privacy, rational process, as well as human dignity, rule of law, human rights, honesty, and equity.

Social studies incorporates the development of skills that enable students to link knowledge with beliefs that lead to action. Essential to social studies are skills related to acquiring information, to organizing and using information, and skills involving interpersonal relationships and social participation. [1]

Why Teach Social Studies?

A major goal of social studies is informed citizenship -- to help the student understand the world and how to participate in it. Although this is also a goal of the entire K-12 curriculum, social studies provides the tools and the context in which learning can be made meaningful.

It is through the interplay of the various components of the social studies curriculum that students may obtain a better understanding of the behavior of people. Social Studies helps students to begin grasping their relationship to the physical world as well as their relationships to each other as individuals and in groups. By studying our democracy's history and America's basic social privileges and boundaries as evolved in the Declaration of Independence, the Constitution, the Bill of Rights, and the legal and justice systems, students can appreciate the legacy they enjoy as United States citizens and can begin to recognize change as history. By studying the variety of cultures in our world, students can be encouraged to accept differences in others, and to nourish a lasting curiosity about all peoples and their institutions. Through study of others, students are helped to comprehend and find meaning in their own lives.

The longevity of our democratic government and society depends on the participation of its peoples and their support of shared beliefs and values. Democracy is preserved only through the collective effort and involvement of an informed electorate. Social studies instruction can and should be the means by which young people begin building their own specific attitudes about those beliefs and values. If students are actively involved in decision making processes, and contributing responsibly to their society, the knowledge, values, and skills that are passed along in social studies constitute learning for life that far exceeds

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[1] "In Search of a Scope and Sequence for Social Studies," Report of the National Council for the Social Studies Task Force on Scope and Sequence, November 1, 1983.

the immediacy of the classroom.

Elementary social studies is necessary as an early foundation on which such higher-level skills and understanding can be built. Just as math, science, language, and physical proficiency depend on a cumulative acquisition of skills and knowledge, social studies also needs a foundation. Students who learn basic terms and concepts during their early school years are prepared for more comprehensive understanding at the secondary and adult levels.

How is Social Studies Taught?

The development of interpersonal and social skills is an integral part of social studies, and students' understanding of concepts is more important than learning a series of facts. Consequently, the methodology used to teach social studies is very important.

Social studies can be taught through both direct and indirect methods of teaching. Direct methods include a variety of procedures which require direct intellectual involvement, such as discussion, small group work, student presentations, brainstorming, independent study, and simulations. Social studies concepts are indirectly involved when content areas are integrated, when conflicts are settled in the classroom, and when democratic processes in the classroom and the school as a whole support values such as human dignity, diversity, justice, equality, and privacy.

The teacher most likely to realize success in teaching social studies is flexible in methodology, and does not confine social studies to one strategy or time slot. He or she will create opportunities for students to use inquiry, critical thinking, problem solving, and decision-making skills.

As with all subject areas, there are developmental considerations to be made with respect to social studies content and the strategies required for effectively teaching it. Young school children are still egocentric, according to Piaget, meaning that learning is centered on the self and on personal experience.[2] The concept of time is related to the present, so that the pupil has difficulty relating to the past or speculating about the future. Young students will obligingly repeat facts that have been memorized, but the larger historical and sociological concepts will have little meaning. Learning for young children depends on concrete experience, manipulation, and observation of their environment. Maps and spatial relationships, for example, present confusing abstractions, as do pictures about people and places with which the student has no experience.[3]

It is not until around age ten that students can begin to understand the symbols and spatial "shorthand" relationships that maps represent and can demonstrate the ability to take another person's perspective. It is at this point that role-playing, case studies, and stories about other people's viewpoints are most effective. Geography should be studied as a matter of relationships between people and the earth. History is best understood if children can be helped to experience life in the past, if the problems they study are comprehensible to their youth and inexperience, and if history is given a human dimension they can grasp. Also appropriate to this age level is study of changes in the community; of heroes, pioneers, explorers, and astronauts; and of life in different regions and cultures. But the student's ability to understand that basic human emotions

[2]Cohen, Dorothy H., The Learning Child, Vintage Books, New York, 1973, pp. 139-140
[3]Cohen, pp. 137, 139, 143, 150-160

and feelings are universal to all regions and cultures, is just beginning. Likewise, the student's ability to see the patterns of cause and effect in human society is just developing.[4]

As with the learning of social studies content, the skills that are essential to social studies may not be mastered during the elementary years, but it is critical that they be introduced, developed and reinforced in an appropriate instructional sequence.[5]

Often, skills learning at the elementary level means developing a smaller skill well. For example, it may not be desirable for elementary students to write a thorough research paper. But, if students can learn to find multiple resource materials, write thoughtful, complete sentences, and build paragraphs around a topic sentence, then they will be better prepared for writing good quality papers in mid-school based on authentic research. Likewise, if elementary students practice reading and understanding paragraphs written in the narrative style of social studies textbooks, they will be better prepared to critically read and understand secondary textbooks.

Social studies skills can be integrated into other subject areas and practiced in those contexts. Ultimately, they need to be used automatically by students, almost without thinking. As they are learned, social studies skills become important vehicles in acquiring, organizing, and learning the social studies content necessary for effective social participation.

Conclusion

Social studies education is comprised of the knowledge, values, and skills that are essential for students to become informed, responsible citizens. The students learn who they are, where they are, and why they're there -- learning which extends beyond the classroom into life itself. Although this learning begins early in every person's life, it is far from incidental. Social studies education must be deliberate and sequentially planned, so that content and methodology meet the developmental needs of students, and so that learning is accumulated on a firm foundation.

At the heart of social studies teaching must be the desire to help students understand concepts and meaningfully relate content to their everyday lives. Only in this way, can we ensure the continuance of our democratic government and society. Responsible educators will concur that the teaching of social studies is not an option, but a vital necessity.

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[4]Cohen, pp. 272-283

[5]Appendix A provides a sequence, by grade levels, of the skills essential to social studies.

MULTICULTURAL PERSPECTIVE

The Albuquerque Public Schools District is made up of a multicultural student population that includes individuals native to New Mexico of various ethnic origins, as well as recent arrivals representing different cultural groups.

In recognition of this diversity the APS Board of Education, which subscribes to the goal of developing students to their maximum potential, has made a commitment to "dedication to the intrinsic worth of each student as an individual with all his/her differences and to recognition of each student as a unique human being" (APS Board of Education Policy, Section I: Educational Philosophy).

To support the Board of Education's commitment to Albuquerque's multicultural community and to help carry out their specific objective for the elementary program of instruction "to determine how cross cultural education can be more effectively meshed" (1982-83 Goals and Objectives, Goal One, Objective 5), a multicultural perspective has been provided to this social studies curriculum guide. The ultimate goal is the development of multicultural individuals able to see the world as a whole while appreciating the strength of each of its parts, and for whom all cultures have equal meaning and value.

Approach

The approach of the Social Studies Curriculum Guide is one of systematically integrated instruction, with multicultural activities integrated into all content areas where they can be used throughout the year.

This systematic approach is carried out through concepts, objectives, and activities that directly reflect the major skills described in the Social Studies Curriculum Abstract. The concepts, activities, and objectives are supported by references to textbooks, materials, and a variety of instructional tools and sources that are culturally appropriate, authentic, and that avoid stereotypes and misconceptions.

Perspective

The multicultural perspective is reflected in the Social Studies Curriculum Guide in the manner of a dual focus: intracultural and intercultural. The rationale for this dual focus is based on the premise that in order to understand others, individuals must first understand themselves.

First, those subcultures that exist within a group (intracultural) such as the cultures of the young, the elderly, and the handicapped are included in the multicultural perspective in order to raise the sensitivity of the students toward their own intracultural groups.

Second, ethnic groups throughout the world are addressed in the guide to provide an intercultural perspective. In addition, the Curriculum Guide shows the commonalities across cultures, so that students can become aware of what binds people together as human beings as well as the differences which make each person unique. Thus, from the understanding of one's own culture will follow the understanding of other human beings of a different ethnicity.

It is hoped that the development and implementation of a multicultural curriculum accomplishes for all—teachers, students, and administrators—the following specific objectives:

(1) To encourage in students self-definiton as well as sensitive group interaction and participation.
(2) To recognize that each cultural group (intra and inter) has a special contribution to make to the educational experience of all students.
(3) To respond positively to the cultural identities of others.

Goal: The goal for the topic (at right) for this grade level.

Grade:
Topic: (from Curriculum Abstract)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
These correspond with the objectives in the APS Curriculum Abstract. The teacher can quickly locate activities to coincide with the objective that is being taught. The idea is to teach to the APS objectives, rather than to follow a textbook from cover to cover. The textbook is a resource, and only one of many possible ways to make sure the objective is taught. The teacher uses his/her professional judgement to choose the best means for teaching the objective to his/her particular students. Any or all of the suggested activities and resources can be used. Or another activity may be substituted as long as the objective is taught. There is a choice!	These activities were chosen by teachers for teachers. The teachers chose activities which are known to be successful with students, which are appropriate for the child's development level, which represent a variety of instructional methods, and which are realistic for the resources and clientele of APS. The suggestions are to be considered a listing of starter ideas that a teacher can choose from. The Curriculum Guide is not a recipe book with complete how-to's. Rather, the teacher is encouraged to use his/her expertise to elaborate on the given suggestions to develop an activity that will be successful with his/her classroom—or to substitute a similar idea that best suits his/her teaching style. These activities do suggest the desired level of competency for the objective at a grade level, i.e., how much a child should be expected to know at that level.	These are references to the social studies textbooks currently being used in APS: Grades K-3 Holt, Rinehart, & Winston, 1986 Grades 4-5 Harcourt Brace Jovanovich, 1985 **Textbook Reference Abbreviations:** BB = Big Book PE = Pupil's Edition TE = Teacher's Edition TRB = Teacher's Resource Book MB = Map Book Ext. = Extension Reinf. = Reinforcement Enr. = Enrichment FT = Field Trip BBd = Bulletin Board Ptr. = Poster	Here you will find library books, films, ideas for intellectual kits, and other resources available from the local community and within APS.	Here you will find references to texts in other subject areas, e.g. science, reading, etc. You will find many opportunities to integrate social studies with other subject areas (particularly language arts). This is encouraged. Social studies content can be used as the core for webbing. An in-depth study of one topic can involve activities in math, science, language arts, reading, music, art, PE, etc.

aluation:

ALTERNATIVES FOR STUDENT EVALUATION

EVALUATING GOALS AND OBJECTIVES OF LESSON OR UNIT

If the goals and objectives are:	Then they should be evaluated by:	Therefore you will need to:
knowledge acquisition	tests	make the actual test locate the actual test
skill development	tests of application or demonstration or performance of the skill	make the tests set the actual criteria by which they will be evaluated
attitudinal changes	conducting pre and post surveys	construct the pre and post surveys
activity or experience oriented	listing anticipated outcomes or establishing criteria by which they will be evaluated	construct the list of anticipated outcomes set the actual criteria
product outcomes	establishing criteria by which they will be evaluated	set the actual criteria
process-oriented	listing anticipated outcomes or setting criteria to evaluate the demonstrated process	construct the list of anticipated outcomes set the actual criteria

SOCIAL STUDIES - CONCEPTS OF DISCIPLINES

These seven strands appear throughout the K-5 program. They may not receive equal emphasis in any one year, but in the total program, each is developed consistently.

GOVERNMENT AND LAW (CITIZENSHIP)

How do people govern themselves?

Rules and laws
Rights & responsibilities
Justice
Democratic way of life
Conflict resolution
Governance

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

How do they acquire what they want and need?

Science and technology
Work
Money
Goods and services
Conserving scarce resources

SOCIOLOGY (FAMILY AND OTHER GROUPS)

How do they live together?

Groupings
Leadership
Communication
Institutions
Human relationships

SOCIAL PSYCHOLOGY (SELF-AWARENESS)

What is their nature?

Growth & development
Individual ways of learning
Self-concept
Emotions

GEOGRAPHY

How do they relate to where they live?

Land masses
Natural resources
How climate affects choices of clothing, food, and housing
States, countries
Spatial relationships

HISTORY (CHANGE AND CONTINUITY)

What have they done?

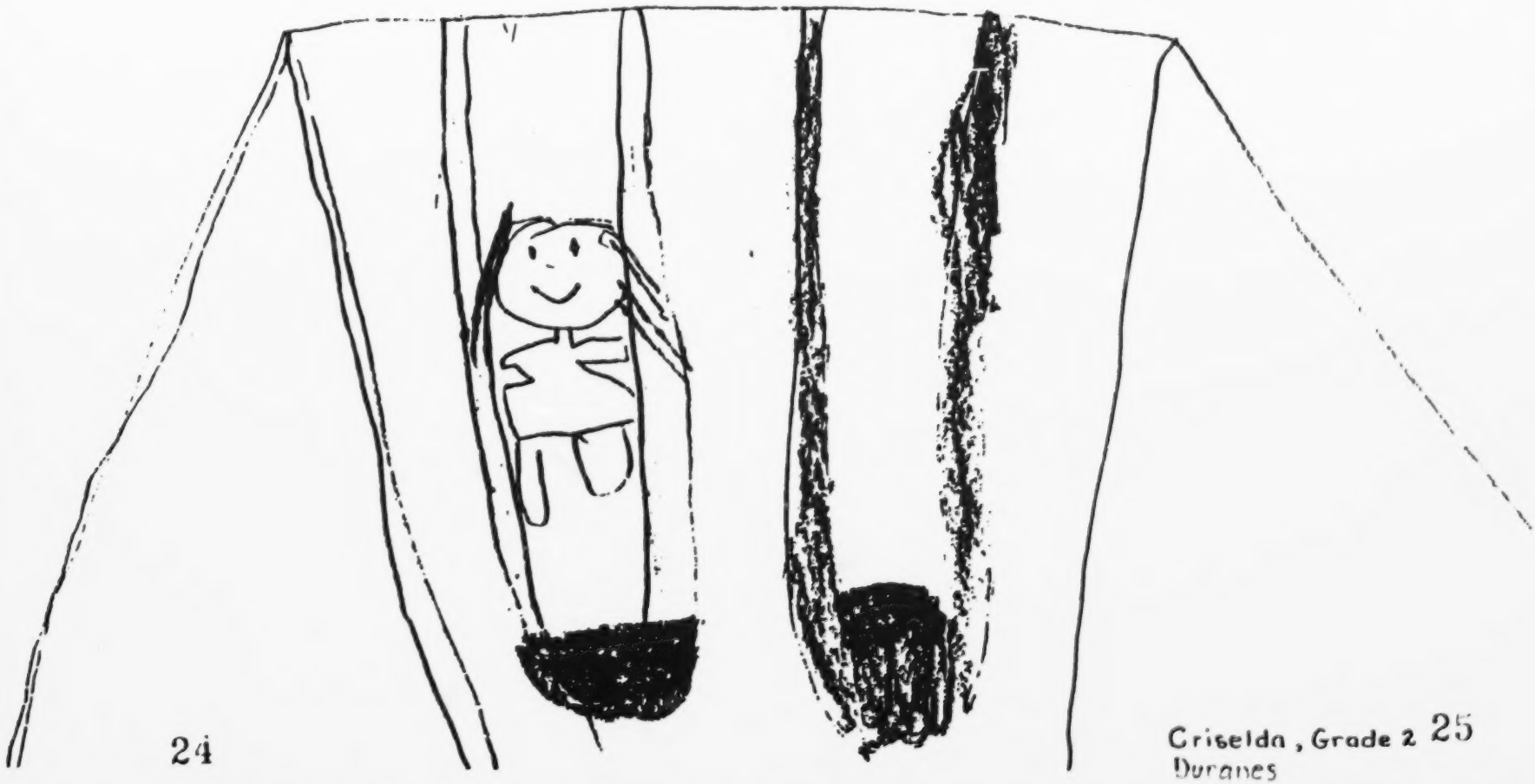
Sequence of events
Cause and effect
Factors affecting stability and change

ANTHROPOLOGY (CULTURE)

How do they live?

The people
Their beliefs
Traditions
Customs
Religion

KINDERGARTEN SOCIAL STUDIES
MAJOR EMPHASIS: SELF IDENTITY



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SOCIAL STUDIES - KINDERGARTEN: SELF IDENTITY

GOVERNMENT AND LAW (CITIZENSHIP)

People have friends. These friends can be from different cultures, sexes and ages.

Cooperation means working together with others, like a team.

Rules are made to help all people (men and women, children and adults, people of all cultures) be safe, healthy, orderly, get along well together, and be treated equally.

GEOGRAPHY

Children get to school in different ways.

A classroom is a special place in the school.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

People and animals have needs.

People need food, shelter, clothes, and care. They also need love, communication, and recreation.

People have wants.

HISTORY (CHANGE AND CONTINUITY)

Children will grow and change, as all living things do.

All people change as they grow.

Learning about events and people from the past and present helps us understand our roles in the world today.

SOCIOLOGY (FAMILY AND OTHER GROUPS)

Everyone's home is special.

Everyone's community has many workers (helpers).

ANTHROPOLOGY (CULTURE)

All children are alike in some ways and different in others.

People of all cultures have homes.

SOCIAL PSYCHOLOGY (SELF-AWARENESS)

People have many feelings both good and bad. It is natural to have them. Each may have different causes.

Each child is a unique individual.

SEE MAJOR SKILLS, PRIMARY (K-2)

Goal: Students will learn that rules and cooperation help people get along well together.

Grade: Kindergarten
Topic: Government and Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. People have friends. These friends can be from different cultures, sexes and ages.	1a. Allow for self-selection activities that encourage friendships with different kinds of children. 1b. Have students draw/label friends from different situations, e.g. school, church, home, neighborhood, bus, day care, etc.	BB p. 22 TRB: p. 54; Biographies TE p. T61 (Reinf.)	Books: Monster Looks for A Friend, Ellen Blance and Ann Cook If I Were in Charge of the World, Judith Viorst APS Films: -Why We Need Each Other: The Animals' Picnic Day (9 min.) -Miss Peach (10 min.) -Naughty Owlet (8 min.) -Most Important Person: Getting Along Together (Kit with films, posters, song cards)	Language Arts: Read to students poem "Wicked Thoughts" by Judith Viorst. Discuss. PE Games: -"Red Rover" -Relay Races -"Farmer in the Dell" -"Squirrel in the Tree"
2. Cooperation means working together with others, like a team.	2a. In committees, have each child make a body part of a monster. The parts are then put together to form monsters. Or make paper doll chains to illustrate concept of working together. 	BB pp. 13, 21, 22 TRB: pp. 33, 53, 54; Unit 3 Ptr. TE pp. T41 (Reinf); T57 (BBd); T59; T61 (Enr); T63 (Enr.)		Language Arts: Read Russian folk tale, "The Turnip."

Evaluation:

Goal: Students will learn that rules and cooperation help people get along well together.

Grade: Kindergarten
Topic: Government and Law (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Rules are made to help all people (men and women, children and adults, people of all cultures) be safe, healthy, orderly, get along well together, and be treated equally.	3a. Have students develop a few basic rules for the classroom. Encourage the students to evaluate these during the year, and to identify how these are helping the class. 3b. Discuss safety rules at home, school, on the way to/from school; bicycle, playground, fire. 3c. Invite a guest speaker to the classroom to discuss safety: -construction worker -policeman, policewoman -fire fighter -pharmacist -Poison Control Center employee	BB p. 13 TE pp. T41 (Enr.); T51 (Enr.)	AAA Safety Posters International Road Signs	Art: Make a television set from a box, with a cut out screen and vertical slits on each side: Have children illustrate: -rules of school -rules of home -safety rules Arrange children's pictures on a long piece of paper, adding sentences dictated by the children. Paper is then pulled through the "TV box" to make a safety story or show. Paper can be wound around a cardboard tube on each side to ease its handling and storage.

Evaluation:

Goal: Students will develop an awareness of geography through activities involving their immediate environment.

Grade: Kindergarten
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. Children get to school in different ways.	1a. Graph the number of ways that children come to school. (Mathematics Their Way, M. Baratta-Lorton)	BB p. 18 TRB: Unit 2 Ptr. TE p. T51 (Reinf.)		
2. A classroom is a special place in the school.	2a. Develop the idea of students in the classroom being a "family" during school hours, and that their classroom is their "home" at school, providing care, safety, etc. Have special name tags, songs, bathroom passes, badges for special days, etc., which are unique to your classroom to reinforce the students' feelings of belonging. 2b. Have the students visit other classrooms to see what is the same/different from theirs. (Can be done in committees.)	BB pp. 16, 17 TE pp. T47 (Enr., Reinf.); T49 (Reinf.)		

Evaluation:

Goal: Students will be able to identify some of their wants, needs, and choices.

Grade: Kindergarten
Topic: Economics and Consumerism
(page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. People need food, shelter, clothes, and care. They also need love, communication, and recreation.	1. Discuss needs. Ask students to bring one item from home for "Show and Tell" that helps them with a need. It could be a stuffed animal, a picture of their house or someone they love, etc.	BB pp. 13, 14, 34 TE pp. T37; T39; T87 (Enr.) TRB: pp. 13, 14, 76, 4	Books: William's Doll, William Pene Du Bois Whistle for Willie, Ezra Keats I Sure Am Glad to See You, Blackboard Bear, Martha Alexander Too Many Bozos, Lilian Moore	Field Trips: -Albuquerque Zoo -Pet Shops Language Arts: Have students dictate story about their favorite pet, real or imagined.
2. People and animals have needs.	2. Have a class discussion about kinds of animals which make good pets. Discuss care of pets. Compare needs of people and animals.	BB pp. 11, 12, 20 TE pp. T35 (FT 3, 4); T53 (Reinf., Enr.); T55 (Reinf.)	Little Bear, Else Minarik Frog and Toad Are Friends, Arnold Lobel Three Little Pigs, Paul Galdone	Art: Make a pet out of modeling clay. Langauge Arts: Read to students poem "My Cat" (from If I Were in Charge of the World, by Judith Viorst). Discuss. Math: Ask students to contribute to a class graph about family pets.

Evaluation:

Goal: Students will be able to identify some of their wants, needs, and choices.

Grade: Kindergarten
Topic: Economics and Consumerism
(page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
				Science: What do these animals eat? Have students match the animal with the food it eats. bees — milk cow — ants snake — bananas turtle — pollen cat — flies monkey — seeds bird — grass and hay anteater — small animals
3. People have wants.	3. Create a "Make a Wish" center. A "Wishing Phone" and a "Make a Wish" bulletin board can be included. Encourage students to wish for other than material things (health, friendship, etc.).	BB pp. 19, 20 TE pp. T35 (FT 3, 4); T53 (Reinf., Enr.); T55 (Reinf.) TRB: pp. 39	Books: Three Wishes, Paul Galdone Wish Workers, Aliki Brandenberg Aladin and the Magic Lamp, Pat Daniels A Wish for Little Sister, Jacqueline Ayer The Sweet Touch, Lorna Balian	

Evaluation:

Goal: Students will be aware of changes that are happening in their lives.

Grade: Kindergarten
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. Children will grow and change, as all living things do.	1a. Have each child bring a baby picture to school; identify one another.	BB pp. 10, 37, 38, 39 TRB: pp. 20 79, 80, 81; Unit 4 Ptr.; Unit 1 Ptr. TE pp. T93 (Reinf., Enr.); T95; T97	Guest Speakers: -Photographer -A senior citizen or grandparent Books: Growing Story, Ruth Krauss Growing Time, Sandol Warburg Changes, Changes, Pat Hutchins Happy Birthday, Sam, Pat Hutchins Leo the Late Bloomer, Robert Kraus Abby, Jeanette Caines The Sky Was Blue, Charlotte Zolotow Growing Up Chimpanzee, Eugenia Alston Growing Up, Ruth Odon The Growing Story, Ruth Krauss	Science: -Have children follow the growth of a tadpole. -Incubate chicken eggs.
	1b. Provide a growth chart and indicate height at the beginning of the year and at the end. Discuss similarities. (This can also be done with handprints and footprints)			
2. All people change as they grow.	1c. Have children bring in their baby clothes or toys to share, discuss and compare.			
	2a. Ask students "How do people change as they grow? Has everyone been a baby?" Have each child see if they can bring a picture of someone in their family as they look now, and a picture of how they looked some time ago.	BB p. 10 TRB: p. 20 TE p. T33		

Evaluation:

Goals: Students will be aware of changes that are happening in their lives.

Grade: Kindergarten
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Learning about events and people from the past and present helps us understand our roles in the world today.	3a. In a class meeting, have children share verbally about grandparents and/or a special senior citizen in their lives. Discuss with students who the elderly are, what they do, why they are important to us. -Have an elderly person come to class. Have them talk about being an elderly person. -Discuss: What kinds of things do they do (jobs, recreation..)? How do we feel about them? How do we show them love and respect? What is respect? What are some of the names we call grandparents? (Include names used by different cultural groups.)	TE pp. T101; T102; T103; T104, T105; T107; T109 TRB: Biographies in all units	Books: Grandpa and Me Together, Susan Goldman Grandparents Around The World, Dorka Raynor Grandma Is Somebody Special, Susan Goldman	Language Arts: Class book entitled "Special Senior Citizens," with drawings and descriptions. Field Trip: Field trip to a nursing home or senior citizens center. Art/Math: Make a gift for a special senior citizen (cards, cookies, etc.).

Evaluation:

Goal: Students will begin to see groupings and relationships that are important to people as they live and work together.

Grade: Kindergarten
Topic: Sociology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. Everyone's home is special.	1a. Have students make pictures of their houses and dictate a sentence or story of how their houses are special. Make a class book with the pictures.	BB p. 21 TRB: p. 53; Unit 3 Ptr TE p. T59	Books: The House Where Jack Lives, Margaret Crompton The House That Grew, Jean Strathdee House Without A Home, Beth Brown House So Big, Joan M. Lexau The House That Jack Built: A Picture Book in Two Languages, Antonio Frasconi Girls Can Be Anything, Norma Klein Junior Fire Marshal Program materials, available to teachers through the Hartford Fire Ins. Co.	Language Arts: Have children talk about their favorite room or corner at home. What makes it special?
2. Everyone's community has many workers (helpers).	2a. Engage children in sociodramatic play using intellectual kits (hats or clothes of community workers, or puppets). Do not limit students to traditionally female and male roles.	BB pp. 23-29 TRB: pp. 55-61; Unit 3 Ptr. TE: pp. T57 (BBd); T57 (FT); T63; T65; T67; T69; T71; T73; T75; T99 (Enr.)		Field Trips: -fire station -bakery -pet shop -zoo -fast food restaurant -greenhouse Art: Make a fireman's hat

Evaluation:

Goal: Students will recognize that they have likenesses and differences with each other.

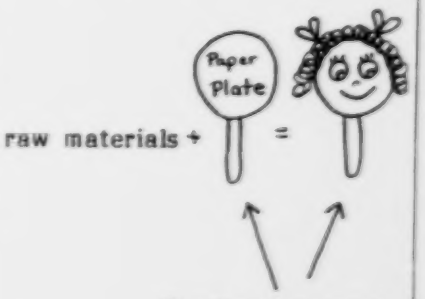
Grade: Kindergarten
Topic: Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. All children are alike in some ways and different in others.	1a. Ask students to work with a partner. Have them look at each other and at themselves in hand mirrors. Compare and contrast likenesses and differences. 1b. Record on tape the voices of the students. Have them listen to voice and voice patterns. Discuss and identify. 1c. As a variation of self-portraits, have students make coat hanger faces: open up a coat hanger into an oval shape. Cover with a nylon stocking. Tie at the top. Provide raw materials to complete facial features (yarn, felt scraps, paper, buttons). Discuss likenesses and differences.	BB: pp. 1-10, 14, 15 TRB: pp. 11-20, 34, 35 TE: pp. T12 (BBd); T15 (Reinf.); T17 (Reinf.); T19; T21; T25; T27; T35 (BBd.)	Books: Black Is Brown Is Tan, Arnold Adoff Big Tracks, Little Tracks, Franklyn Branly APS Early Childhood Education Curriculum Guide: See section on Social Studies, pp. 230-272	Math: Graph likes and dislikes (food, clothing, playtime preferences, etc). Art: Draw one another's pictures.

Evaluation:

Goal: Student will recognize that they have likenesses and differences with each other.

Grade: Kindergarten
Topic: Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1d. Discuss non-physical ways in which people are alike (jobs, likes and dislikes, needs, etc.). What would life be like if everybody liked the same things? Did the same things? What if everybody looked the same? Are some likenesses good? Bad? Why? 1e. Help students make masks: -plaster and gauze -foil (press foil against face and cut eyeholes) -paper plate mask (look in mirror for facial characteristics) 		Books: The Sneetches and Other Stories, Dr. Seuss Go Away, Dog, Joan Nodset Guess Who My Favorite Person Is? Byrd Baylor They Put on Masks, Byrd Baylor Metropolitan Museum of Art Activity Book, pp. 24; 67-72.	Art/Bulletin Board: Each child makes a large daisy with 5 or 6 petals representing the child's favorite things on each petal. Combine the flowers, "plant" in a garden on the board. Intellectual Kit: Masks: Halloween Carnival, Lone Ranger, doctors, etc.

Evaluation:

Goal: Students will recognize that they have likenesses and differences with each other.

Grade: Kindergarten
Topic: Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1f. Encourage parents to send multicultural foods for snack that their child likes (e.g. apple slices with honey for Rosh Hashanah; matzo).			
2. People of all cultures have homes.	2a. Take students on a community walk to observe homes. Follow up with one or more of these: -mobile -mural -story writing (students dictate) 2b. Help students construct homes with: -Adobe -Blocks -Rods -Boxes -Popsicle sticks -Clay -Toothpicks -Straw/grasses -Styrofoam		Posters: Family Lifestyles Around the World (at Cross Cultural Center) APS Videocassette: Zoo Zoo Zoo: -Animal Houses -Where Animals Live Magazines: National Geographic Smithsonian New Mexico Arizona Highways Geo, The Earth's Diary	

Evaluation:

Goal: Students will recognize that they have likenesses and differences with each other.

Grade: Kindergarten
Topic: Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Every home is filled with similar sounds. Have children talk about the sounds they hear at home (dog barking, phone ringing, a baby crying, etc.). Stress similarities. 2d. Compare and contrast drawings or magazine photos of children's homes from different cultures. How are they similar? Different?		Books: Monster Looks for a House, Ellen Blance Monster Cleans His House, Ellen Blance A House is a House for Me, Mary Ann Hoberman The Flying Carpet, Marcia Brown A Tree Is Nice, Janice Udry Wheel on The Chimney, Margaret Brown A Very Special House, Ruth Krauss The Biggest House in the World, Leo Lionni	Science: Look up pictures of animals' homes: -nests -beehives -ant colonies Discuss. Math: Using different geometric shapes, have children create a house.

Evaluation:

Goal: Students will develop an awareness of their feelings and unique characteristics.

Grade: Kindergarten
Topic: Social Psychology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. People have many feelings both good and bad. It is natural to have them. Each may have different causes.	1a. From magazines cut out pictures of people from various cultures displaying feelings, to show students universality of emotions. 1b. Help students make puppets depicting a happy face on one side and a sad face on the other (use paper plates and tongue depressor). Teacher and/or child can describe with role-playing a given situation. Children would react by holding up the happy or sad face according to the way they think they would feel about the situation. 1c. Cut out pictures that portray feelings. Label cans happy, sad, etc... Ask students to drop pictures into appropriate can. Discuss choices.	BB p. 8 TRB: p. 8; Unit 1 Ptr. TE p. T29 (Reinf., Enr.)	APS Films: Tammy the Toad (11 min.) Most Important Person: Feelings (kit with filmstrip, posters, discs, guide) Books: Feelings, Judy Dunn Feelings, Richard Allington and Kathleen Cowles The Child Who Cried in the Night, Garcia-Sanchez and M. Pacheco Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst Let's Be Enemies, Janice Udry It's Mine, A Greedy Book, Crosby Bonsall	Music: Sing: "The Worm Song" "If You Are Happy" (see Curriculum Center music specialist) Getting to Know Myself, Hap Palmer Record Language Arts: Read to students poem "I Love" by Eloise Greenfield. Discuss. (See Honey, I Love: and Other Love Poems, Eloise Greenfield.)

Evaluation:

Goal: Students will develop an awareness of their feelings and unique characteristics.

Grade: Kindergarten
Topic: Social Psychology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
			Books: I Don't Like It When My Friend Comes to Visit, Ivan Sherman Petunia, Roger Duvoisin The Happy Lion, Louise Fatio The Tale of Peter Rabbit, Beatrix Potter My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things, Judith Viorst Where the Wild Things Are, Maurice Sendak The Temper Tantrum Book, Edna Preston	
2. Each child is a unique individual.	2a. Have students make a thumbprint or a footprint. View prints through a hand lens. Compare and contrast. Point out uniqueness of everyone's fingerprints.	BB pp. 1, 9, 10, 15 TE pp. T12 (BBd, FT); T15; T17	APS Early Childhood Education Curriculum Guide: See section on Social Studies, pp. 230-272	

Evaluation:

Goal: Students will develop an awareness of their feelings and unique characteristics.

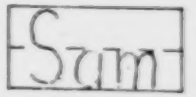
Grade: Kindergarten
Topic: Social Psychology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Compile a class book of thumbprints or footprints with names. Create print designs. 2b. I Can! Shape Book: Using open-ended sentences ("I can") children can illustrate things they can do or feel. 2c. Discuss the ways that smiles are used. What do we mean to convey when we smile: Have students draw smiling faces. Cut around the figure and write student's names on back. Also write the language(s) the child speaks. Together make bulletin board with caption: "All children smile in the same language."	TRB: pp. 11, 19, 20, 35; Unit 2 Ptr.; Unit 1 Ptr.	Books: Ed Emberley's Great Thumbprint Drawing Book, Ed Emberley Fingerprint Owls and Other Fantasies, Marjorie Katz Nobody Else Is Just Like Me, Florence Schulz All About Me, Deborah Manley My Name Is Emily, Morse and Emily Hamilton Tikki Tikki Tembo, Arlene Mosel I'm Glad To Be Me, Barbara Hazen I'm Glad I'm Me, Elberta Stone Who Am I? June Behrens Ideas for Learning Centers - "You and Your Fingerprints," pp. 16-17 (teacher reference)	Math: Graphing fingerprint patterns; Mathematics Their Way, p. 147.

Evaluation:

Goal: Students will develop an awareness of their feelings and unique characteristics.

Grade: Kindergarten
Topic: Social Psychology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2d. Have students find our where they were born, at what time, and how much they weighed. Have them find out how they got their name, who named them. 2e. Shadow Tracing: Students will need: -chalk -to go outside (sidewalk paved area) Create an action packed shadow. Divide class by pairs. Have partners trace each other's shadows. 2f. Graph students': -height and weight -eye color -hair color -sex -foot size -number of teeth		Books: Myself, Julian Nava I'm Terrific, Marjorie Sharmat APS Films: Warty the Toad (13 min.) The Joy of Being You (filmstrip) Most Important Person: Identity (kit) Most Important Person: In Person (kit with puppets and cards) There Is Nobody Else Like You, (14 min.) Tikki, Tikki Tembo, (9 min.) Dr. Seuss on the Loose: Sneetches (13 min.)	Art: Have students create a name plate, or crayon-trace their names: 

Evaluation:

Goal: Students will develop an awareness of their feelings and unique characteristics.

Grade: Kindergarten
Topic: Social Psychology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2g. Test of strength. Materials needed: -dishpan -an empty bottle from dishwashing liquid (like Dawn) -a straw (mark off centimeters) Fill bottle with colored water. Attach straw with clay, and tape to bottle-cap opening. Place in dishpan. Have students take turns squeezing bottle. Measure water level on straw. Chart. Compare.			

Evaluation:

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FIRST GRADE SOCIAL STUDIES
MAJOR EMPHASIS: THE FAMILY

Cami Wampler
Grade 2
Hubert Humphrey

SOCIAL STUDIES - FIRST GRADE: THE FAMILY

GOVERNMENT AND LAW (CITIZENSHIP)

People all over the world have rules to protect their health and safety, to keep order, to protect the rights of others and to get along together.

GEOGRAPHY

A globe is a model of the earth.

Maps are used to find the locations of places and objects.

Symbols are used on maps to stand for real objects.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

All people have the same basic human needs.

People are alike in the things they need, but different in the ways they meet their needs.

The work that other people perform helps all families fulfill their needs and wants.

All people need shelter as protection from the natural environment. This need is met in different ways.

HISTORY (CHANGE AND CONTINUITY)

Change means that things become different as time passes.

Families change: people move, change jobs, divorce, re-marry, adopt children, die, etc.

Ways of doing things change.

Learning about events and people from past and present helps students understand their roles in the world today.

SOCIOLOGY (FAMILY AND OTHER GROUPS)

A family is a group of people living together.

There are many different kinds of families.

All families are alike and different.

The people we live with depend on us.

We depend on the people we live with for many things.

Families do many things together, but they do not do everything together.

ANTHROPOLOGY (CULTURE)

Family customs can be alike in many ways and different, too.

SOCIAL PSYCHOLOGY (SELF-AWARENESS)

People learn things in different ways: through their senses, from other people, from books, from television, from playing, etc.

Each person has responsibilities to self, to others and to the environment.

Each person experiences sometimes the role of leader, sometimes of follower.

The strengths and weaknesses of each person can be different from person to person.

SEE MAJOR SKILLS, PRIMARY (K-2)

Goal: Students will recognize the importance of rules at home and at school.

Grade: One
Topic: Government and Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People all over the world have rules to protect their health and safety, to keep order, to protect the rights of others and to get along together.	1a. Help class brainstorm and compile a list of class rules. Guide them in stating rules in a positive manner. 1b. Using International Road signs show how people from all countries are united by a need to have rules for protection. These signs can be understood by people from all linguistic backgrounds and by people who can't read. 1c. Have a class meeting to discuss how rules at home help the family live together (e.g. T.V., bedtime, meals, etc.).	PE pp. 28-29; 98-99 TE pp. T29 (Ext, Reinf., Enr.); T34; T51 (Ext.); T77 (Ext.); T79 (Ext.); T99 (Ext., Reinf., Enr.); T121 (Reinf.); T125 (Reinf.) TRB: pp. 23, 24, 107, 119, 120; Unit 1 Ptr.	AAA Safety Materials International Road Signs Books: And My Mean Old Mother Will Be Sorry, Blackboard Bear, Martha Alexander Clifford the Big Red Dog, Norman Bridwell APS Films: Beginning Responsibility: Rules at School, (11 min.) Families and Rules (16 min.)	PE: Play games that show a need for rules: -Line tag -Red Light, Green Light

Evaluation:

Goal: Students will recognize the importance of rules at home and at school.

Grade: One
Topic: Government and Law (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1d. Develop a questionnaire asking parents to give specific information about rules the child must follow at home. Have students compare the rules they have to follow (bedtime, TV, etc.). Discuss: Do these rules change according to age? 1e. Help students begin a "My Family" book that will be added to throughout Grade One Social Studies. Have students begin the book by drawing a picture and writing a sentence about a rule their family follows at home.			

Evaluation:

Goal: Students will extend their awareness of geography through activities involving their immediate environment.

Grade: One
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. A globe is a model of the earth.	1a. Use four or five models (e.g. dollhouse, dollhouse furniture, a model car or a model airplane), to explain how models are similar to and different from the things they represent. Discuss how a globe is a model of the earth, and that we live on the earth.	PE pp. 62-63; 146-149 TE pp. 149 (Reinf.); T151 (Reinf.)		Art: Have the students make models of themselves using modeling clay. Science: Have models of animals available for students to study. Field Trip: -Visit the Museum of Natural History to see models of dinosaurs. -APS Hefferan Planetarium: "Star Pictures"
	1b. Have the students identify land and water by the representative colors. (This may be difficult for some students, especially if they are color blind.)			
2. Maps are used to find the locations of places and objects. Symbols are used on maps to stand for real objects.	2a. Use outlines of school supplies to organize their placement on shelves in the classroom. 2b. Show students how outlines of puzzle pieces in a wooden jigsaw puzzle can create a map.	PE pp. 20-21; 82-83; 86-91; 118-119; 158-159		

Evaluation:

Goal: Students will extend their awareness of geography through activities involving their immediate environment.

Grade: One
Topic: Geography (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Help students work together to create a simple map of their classroom. Use blocks on butcher paper to stand for furniture, then trace around them to make symbolic representations. (Children need to see mapping from the concrete to the abstract. The "bird's eye view" from above may still be difficult for them.)	TE pp. T21 (Reinf., Enr.); T53 (Ext.); T81A (BBd); T83 (Ext.); T85 (Enr.); T87 (Ext., Reinf.); T89 (Ext., Reinf., Enr.); T91 (Reinf., Enr.); T119 (Ext.); T125 (Enr.); T149 (Ext.)		Self-Selection: Allow for a part of the classroom to be used for imaginative, creative play. Props for dramatic play and blocks can encourage children to create an imaginary environment and develop the symbolism used in mapping.
	2d. To foster students' awareness of place names in geography, have them draw a picture of where their family lives or has lived. Help them write an accompanying sentence using the name of a city or their address. Add these pages to the students' "My Family" books.	TRB: pp. 15, 108-114, 154, 177; Unit 6 Ptr.		

Evaluation:

Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economics and Consumerism
(page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. All people have the same basic human needs.	1a. Help students make a montage depicting human needs: water, rest, food, love, air, shelter, clothing, etc. 1b. Display pictures of items that meet specific needs. For example, show pictures of a house, a coat, a loaf of bread, a glass of water, and so forth. Also display pictures of items that satisfy wants rather than needs: a tree house, new tennis shoes, a candy bar, a bottled soft drink, a toy. -Discuss differences between wants and needs. -Have students take turns identifying which are wants and which are needs.	PE pp. 38-41; 44-45 TE pp. 35B (FT1); T40 (Ext.); T41 (Reinf.); T43 (Reinf., Enr.) TRB: pp. 45, 46; Unit 2 Ptr.	Books: The Stone Doll of Sister Brute, Russell Hoban	Nutrition/Health: Materials and information about nutrition available through the Dairy Council

Evaluation:

Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economics and Consumerism (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Have students discuss food commercials they've seen on TV or heard on the radio. Have students make up their own commercials for something they like to eat. Do these commercials advertise a want or a need? 1d. Have students, in small groups, make a pictorial list of the things they might take to sleep over at a friend's or a relative's house. Which items represent needs? Wants? 1e. Provide an opportunity for students to use a toy telephone to practice calling people they need: parent, neighbor, grandparent, relative, emergency 911.		Book: Ira Sleeps Over, Bernard Waber APS Filmstrip: How Does a Garden Grow? (11 min.) Foods We Eat (filmstrip) Other Materials: Mountain Bell Telephone Company: Telezonia Kit	Science: -Experiment with what plants need to survive.

Evaluation:

Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economics and Consumerism (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Discuss how people with a speech impediment, or those traveling in a country where they don't speak the language communicate their needs.			Language Arts: Learn numbers in sign language.
	1f. Have students make a gift such as a paper flower decoration to brighten up someone's day: someone in a hospital, nursing home, a new student at school, etc.			
2. People are alike in the things they need, but different in the way they meet their needs.	2a. Have students make pages about their families' favorites for their "My Family" books, e.g. my family's favorite food, our favorite game, etc. Compare.	PE pp. 42-43 TE pp. T43 (Reinf., Enr.); T135 (Ext.) TRB: pp. 47-50; Unit 2 Ptr.	Books: The Town Mouse and the Country Mouse, Lorinda Cauley Gregory, the Terrible Eater, Mitchell Sharmat	Math: Help students make a class graph of favorite family activities. Intellectual Kits -shoes -hats -clothes

Evaluation:

Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economies and Consumerism (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Have each student bring one food cooked the way their family likes it best (e.g. corn, bread, cookies, etc.). Students can taste and compare. Recipes can be compiled into a booklet. 2c. Have a pot-luck or food exchange which represents different cultural heritages of families in the classroom.		Books: Fry Bread & More: Recipe Charts for Young Children, Ramah Navajo Early Childhood Program Cookies From Many Lands, Josephine Perry (teacher reference) Pueblo Indian Cookbook, Phyllis Hughes (teacher reference) Corn is Maize, Aliki APS Early Childhood Curriculum Guide, p. 237 APS Elementary Indian Education Guide (bread recipes)	
3. The work that other people perform helps all families fulfill their needs and wants.	3a. Have students make a montage of people from both sexes and different cultures, in various occupations.	PE pp. 46-47; 50-51		

Evaluation:

Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economics and Consumerism (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3b. Have students take a local field trip, e.g. -egg farm -post office -Hutchinson's Farm -dairy -grocery store -flower shop -potato chip company -hospital -public library Have students make a book about the workers that are involved in getting a food, a plant, or a letter to them. 3c. Have students illustrate places where their family goes to have fun. Have them include pictures of the workers that make this place possible, for example:	TE pp. T35A (BBD); T35B (FT1 and 2); T47 (Ext., Reinf., Enr.); T81B (FT); T101 (Ext., Reinf., Enr.); T51 (Enr.) TRB: pp. 51, 52, 53, 54, 56, 121, 122, 123	A Children's Guide to Albuquerque, Manzano Day School (teacher reference)	Career Education: "Uniforms that workers wear." Make two charts: One of people who wear uniforms when they work and one of people who do not wear uniforms when they work. Students should be able to tell what work the persons do. Computer Education: As students tour a grocery store, hospital, or public library, help them be aware of how computers are used there. Language Arts: Ask students to find or design an advertisement for their favorite family place.

Evaluation:

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Goal: Students will learn how families satisfy needs and wants.

Grade: One
Topic: Economics and Consumerism (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- Putt Putt - Uncle Cliff's - bowling alley - Chuck E. Cheese - zoo Include places that are free (parks, tennis courts, etc.). Do these places also require workers?			Math: How much does it cost for a family outing to one of these places? Can all families go where they want? Have students list prices of items. Have them explain how they would spend $5.00 and why.
4. All people need shelter as protection from the natural environment. This need is met in different ways.	4a. Review with students that most people have homes to give them shelter, and that homes can differ throughout the world. Then brainstorm with students all the other kinds of shelter people have, e.g. - caves - winter/rain clothing - tents - sun hats - umbrellas - cars - picnic shelters - underpasses/bridges	PE pp. 18-21; 130-133 TE pp. T19 (Ext.); T21 (Ext.); T131 (Ext.); T133 (Ext., Reinf.)	APS Films: Families and Shelters (9 min.) Homes Around the World (10 min.) Family Life Around the World (kit)	Reading/Language Arts: Have students match representations of logos out of context. For example, match Chuck E. Cheese pizza carton with printed word card of "Chuck E. Cheese."

Evaluation:

Goal: Students will recognize change and continuity within the family structure.

Grade: One
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. Change means that things become different as time passes.	1a. Have students divide into four groups and brainstorm a list of the signs of the seasons. Have each group make a group mural about their season. Encourage the students to focus on seasons in New Mexico. 1b. Discuss the changes people make in their daily lives as the seasons change (clothes, seasonal foods, adjust temperature in the house, seasonal sports, etc.). Have students cut out magazine pictures showing the kinds of clothing worn on warm, sunny days; cold, snowy days; and rainy days. Can be used as a bulletin board. (New Mexico Magazine is a good source for seasonal pictures of New Mexico.)	PE pp. 24-25 TE pp. T9B (FT2); T25 (Ext., Reinf., Enr.); T55 (Ext.); T61 (Ext.) TRB: pp. 17, 18, 19, 20	APS Films: Seasonal Changes in Trees (11 min.) My Turtle Died Today, (8 min.) Books: Soo Ling Finds a Way, June Behrens A Child's Cookbook, B. Veitch and T. Harms (teacher reference) Little Rabbit's Loose Tooth, Lucy Bate Mango Tooth, Charlotte Pomerantz	Art/Science: - Have students draw and color a picture of a seasonal scene in New Mexico. Have students frame as if looking out a window. - Have students make a class weather chart, graph, or scrapbook. After a discussion on the way that water can change, allow the children to take turns spraying small amounts of water onto the chalkboard. Discuss what happens to the water, how it looks and feels. Paint brushes and buckets on sidewalk can also be used. - Grow salt or sugar crystals.

Evaluation:

Goal: Students will recognize change and continuity within the family structure.

Grade: One
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Have students write a creative story: "I used to_____ but now I _____," "When I was younger I _____." Enter in "My Family and Me" book. 1d. Keep handwriting samples from beginning of the year to compare with student's writing the end of the year.		APS Films: Growing Up, Growing Older, (8 min.) Guess Who's in the Group (filmstrip) Books: Grandpa, Barbara Borack She Come Bringing Me That Little Baby Girl, Eloise Greenfield Nana Upstairs, and Nana Downstairs, Tomie de Paola Eliza's Daddy, Ianthe Thomas A Baby Sister for Frances, Russell Hoban	Science: Have students grow plants (beans, grass, marigolds, sweet potatoes, etc.). Have students record plant growth and keep a plant diary. Health: Make a class graph showing the number of teeth each student has lost. Keep available throughout year so it can be added to. Math: -Create story problems using addition and subtraction. -Provide cooking experience which demonstrates change; examples: making butter, peanut butter, cookies, doughnuts, popcorn.
2. Families change: people move, change jobs, divorce, remarry, adopt children, die, etc.	2a. Have students make a page for their "My Family" book about a change that has taken place in their family. Help students think of possible changes they can write about before they begin.	PE pp. 22-23 TE p. T23 TRB: pp. 17, 18, 19, 20		

Evaluation:

Goal: Students will recognize change and continuity within the family structure.

Grade: One
Topic: History (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Provide opportunities for role-playing of family members. (Include stepparents, stepbrothers and stepsisters.) Discuss how other members of the family feel when a change occurs. 2c. Each child can make pictures showing his or her perception of his/her family in the past, present, and future. 2d. Read and discuss classic familial stories, e.g. The Three Bears, Little Red Riding Hood. Change storyline by adding or deleting a family member. Make books, plays, tape recordings, etc. that show the changes within the story families.		Books: If I Were in Charge of the World, Judith Viorst Nobody Asked Me If I Wanted a Baby Sister, Martha Alexander Big Brother, Charlotte Zolotow Mitchell Is Moving, Marjorie Sharmat Peter's Chair, Ezra Jack Keats My Grandson Lew, Charlotte Zolotow Mommies at Work, Eve Merriam Like Jake and Me, Mavis Jukes Madeline, Ludwig Bemelmans Hi, New Baby, Andrew Andry & Suzanne Kratka My Grandpa Died Today, Joan Fassler	Language Arts: Read poem to students, "It Doesn't Make Any Sense At All," by Judith Viorst. Discuss.

Evaluation:

Goal: Students will recognize change and continuity within the family structure.

Grade: One
Topic: History (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Ways of doing things change. Learning about events and people from past and present helps students understand their roles in the world today.	3a. Discuss how people today cook and preserve food (microwave, refrigerator, frozen foods, etc.). Talk about how this was done in the past. 3b. Have each child bring a container from home. Brainstorm ways in which the containers can be used. Include imaginative ideas for the future. 3c. Discuss with students: How did people used to travel? Have there always been cars, planes and trains? 3d. Take a field trip to a second-hand clothing store. Look for clothes from the past.	PE pp. 56; 76-79; 106; 128-145; 152 TE pp. T117 (Enr.); T127B (FT3); T129 (Ext.); T135 (Reinf.); T137 (Enr.) TRB: Biographies, All units; pp. 88, 179-190; Unit 3 Ptr.	Books: Whole Cosmos Catalog of Science Activities for Kids, Joe Abruscato (teacher reference) The Ox-Cart Man, Donald Hall Before You Came This Way, Byrd Baylor The Foxfire Book, Eliot Wigginton (ed.) (teacher reference) The Other Way to Listen, Byrd Baylor Arrow to the Sun: A Pueblo Indian Tale, Gerald McDermott The Drinking Gourd, F.N. Monjo	Science: Tie in current events about space travel.

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that:				
1. A family is a group of people living together.	1a. Using ice cream sticks as bodies, have the children make puppets representing members of their families. They can cut faces from construction paper, then glue them to the tops of the cream sticks. Each person can put on a play about his or her family. 1b. If cooking facilities are available, make family cookies. Cut slices from a prepared roll of cookie dough. Each student should be given one slice for each family member. Decorate and add features using raisins, coconut, colored sprinkles, etc. Bake as directed.	PE pp. 10-11; 16-21 TE pp. T9A (BBd); T11 (Ext.); T17 (Ext.) TRB: p. 14	Books: The Story About Ping, Marjorie Flack My Brother Fine with Me, Lucille Clifton My Family, Julian Nava All Kinds of Families, Norma Simon The Gingerbread Rabbit, Randall Jarell Time of Wonder, Robert McCloskey Make Way for Ducklings, Robert McCloskey Always, Always, Crescent Dragonwagon Posters: Family Lifestyles Around the World (at Cross Cultural Center)	Art: Have students paint pictures depicting their families in action.

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Discuss how today's families do not always live together: divorced parents re-marry, older brothers/sisters go away to school, etc. Some families include adopted children, foster children, grandparents, etc. There are also many one-parent families. 1d. Discuss grandparents living with family. Many cultures do this. -What would be some problems if grandparents live with us? What are some of the good things?			
2. There are many different kinds of families. All families are alike and different.	2a. Read traditional tales that deal with families: -Three Little Pigs -Hansel and Gretel -Three Bears -Cinderella -Peter Rabbit -Coyote and The Deer	PE pp. 10-11; 16-17; 34 TE p. T9A (BBd) TRB: pp. 14, 17, 18, 26, 178	Families Are Different and Alike (16 min.) American Families (filmstrips) Six Families in the USA (filmstrips) Southwest Indian Families (filmstrip) Families of Modern Blade Africa (filmstrip)	Math: Have the students contribute to a class graph depicting the number of people in each family. (See Mathematics Their Way, Unit 6)

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Compare: -family members -likenesses and differences -problem solving strategies Try mixing and matching story problems! Make environments and puppets for the fairytale families. 2b. Have children draw pictures of their own families and cut out a picture of a family from a magazine. Discuss similarities and differences. 2c. Have students make a picture and sentence for their "My Family" books showing the people in their family. Have the students show their pictures to the rest of the class. Guide the students to see similarities and differences in the families represented.		Books: What Mary Jo Shared, Janice Udry My Mother Is The Most Beautiful Woman In The World, Becky Rayner The Handsomest Father, Deborah Hautzig	

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2d. Organize and implement a family day or family night, where students can see each other's families.			
3. The people we live with depend on us.	3a. Have students add to their family book a section called "My family needs me," showing how each family member is also dependent on the child.	PE pp. 48-49 TE p. T49 (Reinf., Enr.) TRB: pp. 53, 54		
	3b. "Helping Hands" Book: Have children trace their hand several times. In each hand, they can write or draw a picture of how they help at home. These can be stapled into a book.			
	3c. "I'm Dependable!" Ask students to make an ad/commercial that tells how people can depend on them.			

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3d. Talk with children about: What do your grandparents do with us/for us? What do we do with/for them?		Books: I Wish I Was Sick Too! Franz Brandenberg Kevin's Grandma, Barbara Williams	Language Arts: Read poem "Mommies" by Nikki Giovanni in Spin a Soft Black Song. Discuss.
4. We depend on the people we live with for many things.	4a. Help students brainstorm lists of what children depend on their families for. Discuss how dependency includes both physical and emotional aspects. 4b. Help students add a section to their "My Family Book" on "I need my family," one page per family member, showing how the child depends on each. 4c. Have students role-play situations where family members help each other: -set the table -put away clothes/toys -help someone who is hurt -help someone younger -help someone older	PE pp. 26-29; 38-39; 44-49 TE p. T35B (FT)	Little Bear's Visit, Else Minarik Holmelund Go and Hush the Baby, Betsy Byars I Can't, Said the Ant, Polly Cameron Aesop's Fables Bedtime for Frances, Russell Hoban APS Films: Learning to Live with Others (filmstrips) Who Do You Tell? (10 min.) Whazzat? (10 min.)	

Evaluation:

Goal: Students will identify basic characteristics of families.

Grade: One
Topic: Sociology (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4d. Help students identify and dramatize situations where dependency occurs: -at a shoe store -at school -on a playground -at a restaurant		APS Videocassettes: Zoo Zoo Zoo: How Animals Help Each Other (15 min.) Zoo Zoo Zoo: Zoo Babies (15 min.)	Field Trips: Visit a hospital. Discuss where dependency occurs. (Also a grocery store, a bakery, etc.).
5. Families do many things together, but they do not do everything together.	5a. Each student will use pictures to make a chart depicting activities that family members engage in either singularly or together: Alone | Part of the Family | All of the Family	PE pp. 30-33; 36-37; 52-55 TE pp. T17 (Reinf., Enr.); T37 (Ext.); T53 (Reinf.) TRB: pp. 26, 57-60	Books: Grandpa's Ghost Stories, James Flora Grandpa and My Sister Bee, Joan Tate Grandfather and I, Helen Buckley Grandmother and I, Helen Buckley Grandparents' Houses, Corrine Streich	
	5b. In committees or as a group have children draw pictures of themselves doing something with their grandparents or an elderly friend/relative.			

Evaluation:

Goal: Students will be able to identify family customs.

Grade: One
Topic: Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Family customs can be alike in many ways and different, too.	1a. Have each student identify something their family does the same way each time that could be considered a custom, e.g. dinner routine, bedtime routine, before-school routine, special privileges for "the birthday person" on their birthday, etc. 1b. Discuss with students family appreciation days. Why do we observe Father's Day? Mother's Day? Grandparent's Day? -Help students make a list of ways to show appreciation to parents and grandparents without spending any money. From this list, make a "Love Coupons" booklet for each student to take home and be "redeemed" by parents, e.g. clean my room, set the table, wash pots and pans, good for one big hug, etc.	PE pp. 42-43; 54-55 TE pp. T32 (Ext.); T33 (Reinf., Enr.); T55 (Reinf.)	Book: All Kinds of Families, Norma Simon	Music: Sing: -"Here We Go Round The Mulberry Bush" (In Spanish, "En La Plaza")

Evaluation:

Goal: Students will be able to identify family customs.

Grade: One
Topic: Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Explain to students how some countries have set aside a day for children in appreciation of their place in the family. The United Nations General Assembly declared October 3 as Children's Day for all nations, but some countries like Japan and Mexico have a separate day (5 of May for Japan and April 30 for Mexico) to appreciate children. Your class can plan a special children's day with elements from other countries' Children's Day celebrations like Japanese fish kites and paper dolls. 1d. Have each child create individual murals that depict his/her favorite family celebration. (Or have them add a page to their "My Family" book to show this.)		APS Cross-Cultural Center	

Evaluation:

Goal: Students will be able to identify family customs.

Grade: One
Topic: Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1e. Discuss with students how each of us has a day that is special, our birthday. In some cultures, Saint's Day or Name Day (Russia, Mexico) is celebrated instead of a birthday. -Help students make a bulletin board to which every month the names of children having a birthday will be listed. Write birthday and name day greetings in various languages on bulletin board: HAPPY BIRTHDAY-English FELIZ CUMPLEANOS-Spanish JOYEUX ANNIVERSAIRE-French BUON ONOMASTICO-Italian HAUOLI LA HANAU-Hawaiian E KU ODUN OJO-IBI-Nigerian GELUKKIGE VERJAARDAG-German		Books: Happy Birthday to Me, Anne and Harlow Rockwell Me Day, Joan M. Lexau	Calendar Help students locate their birthday on a calendar, and learn the day, month, and year they were born.

Evaluation:

Goal: Students will be able to identify family customs.

Grade: One
Topic: Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	-Plan a class birthday party for everyone. Make a "pinata." Fill it with goodies and break it. Have students learn or listen to song "Las Mananitas," the traditional Mexican folksong sung at birthdays, or learn Spanish lyrics to "Happy Birthday."			Music: Learn song "La Pinata" or "Las Mananitas."

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People learn things in different ways: through their senses, from other people, from books, from television, from playing, etc.	1a. Make a "touchy-feeling" box. Place objects of various textures in the box. Have a child feel with hands or bare feet and describe without looking at the objects. Guesses/predictions may be recorded. 1b. Provide a guessing scent game with various substances with strong odors. Allow for discussion, graphing, recording, predicting, etc. 1c. Listen to familiar sounds pre-recorded by the teacher. Have children guess what the sounds are. 1d. Make a telephone with string and tin cans.	PE pp. 26-27; 82-85; 92-97; 104-105; 108-117; 120-126; 150-151 TE pp. T27 (Ext., Reinf., Enr.); T33 (Ext., Reinf.); T103 (Reinf., Ext.); T105 (Reinf., Ext.); T107A (BBd); T107B (FT); T115 (Ext.) TRB: pp. 22, 123, 148-152, 155-158	Books: The Whole Cosmos Catalog of Science Activities for Kids, Joe Abruscato & Jack Hassard (teacher reference) Touch Me Book, Eve and Pat Witte	Intellectual Kits: -textures (fabrics) -spices -dried fruits and vegetables Science & Health: Activities for the five senses

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1e. Have tasting experiences with familiar foods: -within a specified category (e.g. cracker party) -classify by sweet, sour, bitter, salty, etc. (e.g. various foods). 1f. Have tasting experiences with unfamiliar foods: -classify by categories (sweet, sour, etc.). -try to guess what the new foods are. Look for foods from other cultures in Oriental food stores, Hutchinson's Market, etc. 1g. Have raw materials available for children to make their own shaker cans. Play a sound matching game with shakers.		Books: Look, Joy Wilt and Terre Watson Listen, Joy Wilt and Terre Watson The Little Red Hen The Ant and The Grasshopper Arthur's Eyes, Marc Brown Eye Book, Theodore Le Sieg	Language Arts: Ask students to make a graph or book showing one or more of the following sensory experiences: The touch of ___ makes me sad. The sight of ___ makes me sad. The sound of ___ makes me sad. The smell of ___ makes me sad. The taste of ___ makes me sad. The touch of ___ makes me happy. The sight of ___ makes me happy. The sound of ___ makes me happy. The smell of ___ makes me happy. The taste of ___ makes me happy.

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1h. Look through the world in colored glasses! Make glasses out of cardboard and primary colors of cellophane. Combine cellophane pieces for varied effects. Finger jello can also be used to look through. 1i. Have students draw a picture depicting something they have learned how to do from their family, or something which their whole family learned how to do together. Help students write an accompanying sentence for their picture. Add to students' "My Family" books.		Guest Speakers: -Invite students from other grades to share or teach about an interest or hobby. -Invite a docent to the classroom from the Albuquerque Zoo. -Invite parents to share hobbies or interests.	Intellectual Kits: Have students bring in something they collect. Language Arts: Read to students poem "Learning" (from If I Were in Charge of the World, by Judith Viorst). Discuss. Learning Center: Provide a varied assortment of raw materials within a center to foster peer teaching.

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1j. Explain how children learn language from their parents. Ask students to find out from their parents what were some of the first words they said when they were learning to talk. Share this information in class.		Books: Little Owl Books "Children of the World Say Good Morning," Bill Martin	
	1k. Explain how children learn the language of their parents first, and sometimes learn another one at school. Teach children how to greet one another in various languages: "Good Morning," "Bon Jour," "Buenos Dias," "Bom Dia," "I putago ula," "Bon Giorno."			
2. Each person has responsibilities to self, to others and to the environment.	2a. Secret Pals: help students make a classroom mailbox. Draw names. Have students communicate with their Secret Pal.	PE pp. 28-29 TE p. T29 Ext., Reinf., Enr.)		

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Study Ecology: help students: -make posters -decorate trash cans -keep classroom and school grounds clean		Conservation materials about "Woodsy Owl," available from U.S. Forest Service.	
	2c. Have students develop a "buddy system" to help each other with questions about their classwork.			
3. Each person experiences sometimes the role of leader, sometimes of follower.	3a. Mirroring: Have children pair up, face to face. One is a mirror who reflects the motions of the other. Try it to music!	TE pp. T121 (Enr.); T139 (Reinf.) TRB: pp. 55, 187		
	3b. Form partnerships: Have students take a "trust walk." One child is blindfolded and the other is the guide.			

Evaluation:

Goal: Students will appreciate individual ways of learning, and will develop an awareness of their responsibilities.

Grade: One
Topic: Social Psychology (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3c. Echo-Clapping: One child claps a rhythm; the other children repeat the rhythm. Try this with instruments, finger snapping, etc. 3d. Encourage: -peer teaching during self-selection activities. -committees with a leader, captain		Books: Bear Hunt, M. Siewert and K. Savage I'm Going on a Bear Hunt Sandra Sivulich APS Films: Magic Moments: Follow Me (5 min.) Magic Moments: Clap (5 min.) Beginning Responsibility: Learning to Follow Instructions (11 min.)	P.E./Dance Have students dance: "The Bunny Hop," "Hokey Pokey." Games: Play, "Follow the Leader," "Simon Says." Music: Sing, "Who Stole the Cookie from The Cookie Jar." Math: Mathematics Their Way, p. 21. Environment: Special notice of each child's strengths, like making a special portfolio for an artistic child to keep pictures in, can be reinforcing for everyone.
4. The strengths and weaknesses of each person can be different from person to person.	4a. As students begin to notice differences in learning abilities of students in the classroom, help them to be aware of individual strengths that each person has, and how these can be different from person to person.	PE pp. 12-15 TE p. T113 (Reinf.) TRB: Biographies		

Evaluation:

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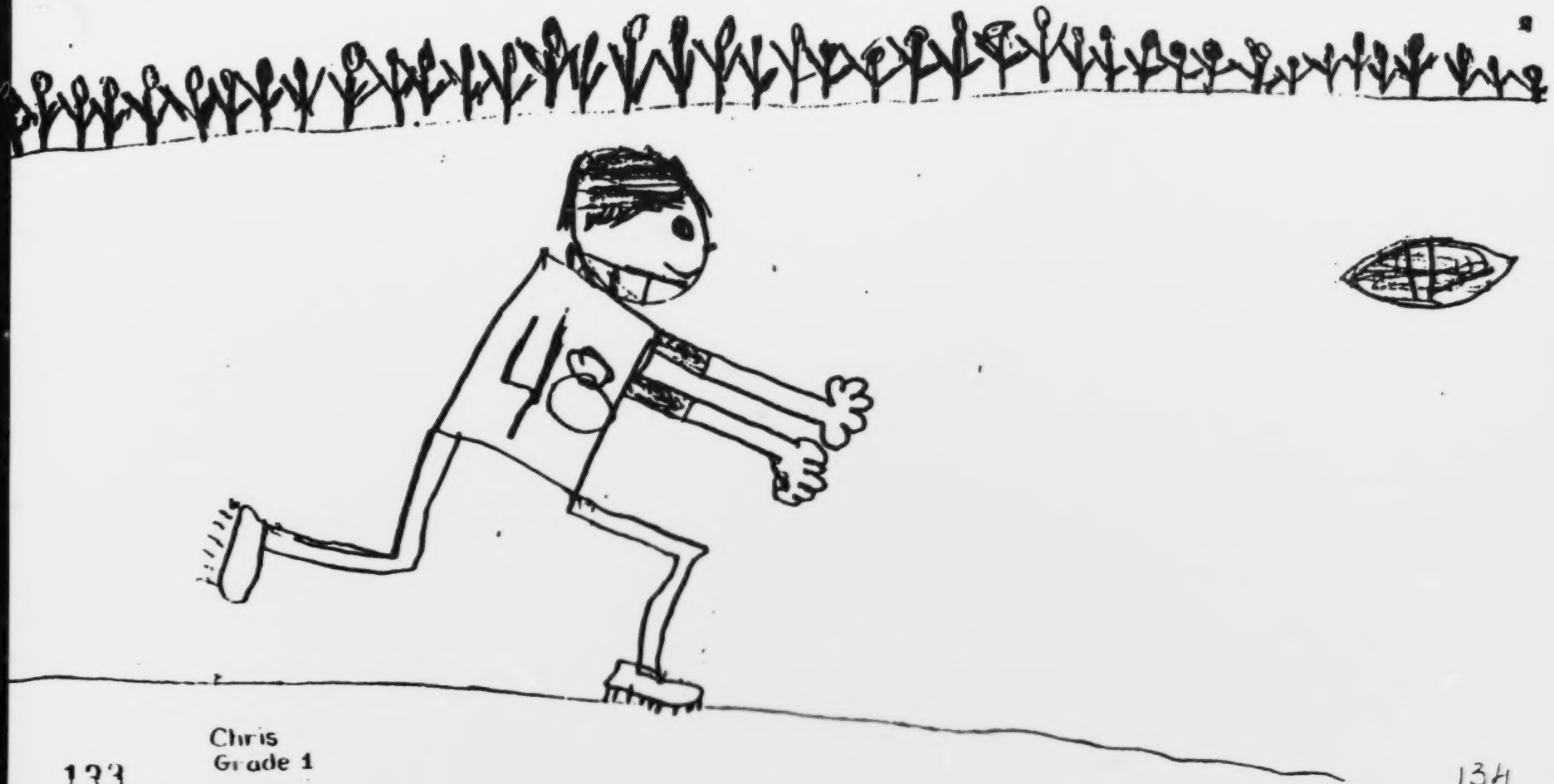
SECOND GRADE SOCIAL STUDIES
MAJOR EMPHASIS: THE NEIGHBORHOOD



Chris
Grade 1

GOVERNMENT AND LAW (CITIZENSHIP)

Rules and laws are necessary to protect the neighborhood and to help people of different ages, sexes and cultures get along together.

A good rule helps prevent problems and conflict.

A good rule treats everyone fairly.

Rules can be changed to meet new needs.

GEOGRAPHY

A map is used to show location, direction, and how to get from one place to another.

Maps and pictures can show the same area.

Students will develop an awareness of neighborhoods in Albuquerque.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

People have a responsibility to protect the environment and the wildlife in it.

People have limited resources.

Because all the wants of people cannot be satisfied, people must make choices.

There are many factors which affect our choices.

HISTORY (CHANGE AND CONTINUITY)

One can learn about the past and present by looking at pictures.

Change takes place over a period of time.

Groups can change in many ways.

National holidays can teach students to compare the past and the present.

SOCIOLOGY (FAMILY AND OTHER GROUPS)

A group is two or more people who need each other, communicate, and have the same interests.

Children belong to many groups, including family and community groups. In both groups people depend on each other in many ways.

People in families are interdependent because any change in one member affects all other members.

People in neighborhoods are interdependent because what one family does can affect the entire neighborhood.

ANTHROPOLOGY (CULTURE)

There are different ethnic groups.

All cultural groups have similar and different characteristics.

All cultural groups celebrate holidays but they may differ in the way they hold their celebrations.

SOCIAL PSYCHOLOGY (SELF-AWARENESS)

People belong to groups, yet each individual is a separate person.

All individuals have responsibilities to themselves, to others, and to the environment.

SEE MAJOR SKILLS, PRIMARY (K-2)

Goal: Students will learn characteristics of good rules which help the school and neighborhood.

Grade: Two
Topic: Government and Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Rules and laws are necessary to protect the neighborhood and to help people of different ages, sexes & cultures get along together.	1a. Have students play a relay game, first without rules and then with rules. Discuss the result of each. 1b. Have students play games from other cultural groups and compare their use of rules. (Try "Bowl Game" in APS Elementary Indian Education Guide) 1c. Guide students in a discussion about what would happen if there were no rules for the classroom, playground, etc. 1d. Have students brainstorm rules they feel are important for the school. Have them make signs and illustrate them. Put them up around the school.	PE pp. 84-91 TE pp. T71 (FT); T85 (Ext.); T87 (Ext., Reinf., Enr.); T91 (Ext.); T130 (Ext.); T183 (Enr.) TRB: pp. 79-80	APS Films: Who Needs Rules? (11 min.) What Do You Think About Rules? (filmstrip) Guest Speakers: -a school crossing guard -a school nurse -a physical education instructor -a librarian Books: Games from Many Lands, Anita Benarde (teacher reference) Sports & Games the Indians Gave Us, Alex Whitney (teacher reference) Songs & Games of New Mexico, Dolores Gonzalez (ed.) (teacher reference)	Language Arts: - Read poem "Homemade Rules," in Imagine That! Illustrated Poems and Creative Learning Experiences, Joyce King & Carol Katzman As a group prepare and send "thank you" notes to guest speakers. Learn how to say "thank you" in other languages: GRACIAS (Spanish) MERCI (French) GRAZIE (Italian) DANKE (German) ARIGATO (Japanese)

Evaluation:

Goal: Students will learn characteristics of good rules which help the school and neighborhood.

Grade: Two
Topic: Government and Law (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1e. Take a neighborhood walk and have the students record all the signs they see. Help them understand how these rules keep us safe.		Books: Mr. Pine's Mixed-Up Signs, Leonard Kessler Lost in the Museum, Miriam Cohen Leroy Oops, Barbara Glasser The Cat in the Hat, Dr. Seuss APS Films: Beginning Responsibility: Being a Good Sport (10 min.) Beginning Responsibility: Other People's Things (11 min.) Manners in Public (11 min.)	Field Trips: Before taking a field trip, have students make a list of rules to follow on the bus, in the car, etc. Language Arts: -Have students write sentences or a poem with a picture for the following question: What would you do if there were no rules to follow, and no one to tell you what to do? What would you like to do? -Make a class book. Have each child write a rule to make a familiar activity easier, e.g. eating spaghetti, combing your hair.
2. A good rule helps prevent problems and conflict.	2a. Dramatize an incident involving one student borrowing and returning an object, returned intact, and returned broken. Ask: What rules could help prevent these problems? 2b. Help students draw an imaginary intersection on the playground. Have them act out bicycle and pedestrain rules. Guide the students in seeing how the rules prevent accidents and conflict.	PE pp. 84-87 TE p. T71B (FT) TRB: pp. 77-78		

Evaluation:

Goal: Students will learn characteristics of good rules which help the school and neighborhood.

Grade: Two
Topic: Government and Law (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. A good rule treats everyone fairly.	3a. Have a class discussion. What constitutes a good rule? Who has the right to make rules? Who enforces them? 3b. Have a display in the classroom of the "super idea of the week." Each week have students discuss and post a rule that contributes to safety at school. 3c. Give out monthly certificates of recognition of traits that reflect observance of rules and the rights of others.	TE pp. 71B (FT)	Book: Jack and the Beanstalk, Joanne Greenberg	

Evaluation:

Goal: Students will learn characteristics of good rules which help the school and neighborhood.

Grade: Two
Topic: Government and Law (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
4. Rules can be changed to meet new needs.	4a. Ask students to think of something they would like to change in their school or neighborhoods and write a rule for it. Do they think others will like or agree to this rule? Will this rule help most of the people, or just a few people? Will it harm anybody? 4b. Have the students tell some rules they don't like. Discuss together the reason each rule was probably formed. What would happen if the rule didn't exist? How could a person change a rule? 4c. Discuss with the students how rules at home change when there are changes in the family. Examples: - during soccer season - when a new baby comes home - When the mother goes to work - When the father or mother is away	PE pp. 88-89 TE pp. 71B (FT); T89 (Ext.); T90 (Ext.)	Book: Project Cat, Nellie Burchardt	

Evaluation:

Goal: Students will learn how directions and maps are related to neighborhoods in Albuquerque.

Grade: Two
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: I. A map is used to show location, direction, and how to get from one place to another. Maps and pictures can show the same area.	Ia. Help students identify and label north, east, south, and west in their classroom. Ib. Take students on a walking field trip of the neighborhood. Along the way, stop and take pictures of things that would be most likely to show up on a map. Once back at school, recreate the streets on large paper or a bulletin board, then position the pictures in their proper places. Also determine the correct directions and label these. If drawn symbols are used, put a picture beside the symbol in the map key. Using this map or a dittoed, small reproduction, have the students give directions and locate places using cardinal directions.	PE pp. 25; 44-49; 62-65; 104-105; 111-115; 116; 136-137; 156-157; 160-165; 190-191 TE pp. T81 (Enr.); T137 (Reinf., Enr.); T163 (Ext.); T164 (Ext.); T165 (Enr.); T173 (Ext.) TRB: pp. 41, 42, 49, 103, 104, 107, 108, 139, 163, 166, 181, 187; Unit 2 Ptr.	Books: A Map is a Picture, Barbara Rinkoff North, South, East and West, Robert Galster APS Film: Maps are Fun (11 min.) Actual maps or aerial photos of the neighborhood.	Science: Field trip to APS Hefferan Planetarium: "Lights, Shadows, and Directions." Physical Education: Play game "Simon Says" using the directions of North, East, South and West. Math: Make a class graph showing how many students come to school from each direction. Art: Plan an art activity where students must follow specific directions using location words: up, down, above, below, left, right, large, small, in front of, etc.

Evaluation:

Goal: Students will learn how directions and maps are related to neighborhoods in Albuquerque.

Grade: Two
Topic: Geography (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Using a fire drill map of the school, have students locate their classroom and the direction(s) they take during a fire drill.			Science: -Make a wind sock to show the direction in which the wind blows. -Launch helium-filled balloons to see the direction the balloons will take when they fly. -Make a weather vane to show where the wind is coming from.
2. Students will develop an awareness of neighborhoods in Albuquerque.	2a. Lead students to become familiar with their neighborhood. Take them on short walks to help them observe characteristics of the neighborhood, including common landscape features found in the local environment.	PE pp. 42-65 TE pp. T39B (FT); T111 (Enr.); T117 (Reinf.); T137 (Ext.); T143B (FT2); T157 (Ext., Enr.) TRB: p. 43		Art: Display pictures of surface features (tree, yucca plant, volcano, hill, etc.) drawn by the students; attach a suitable label to each picture.

Evaluation:

Goal: Students will learn how directions and maps are related to neighborhoods in Albuquerque.

Grade: Two
Topic: Geography (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Discuss likenesses and differences of old and new neighborhoods in Albuquerque. Invite an employee from the City's Redevelopment Division to speak on why houses and neighborhoods are worth saving. 2c. Using a map of Albuquerque, have students name neighborhoods and locations they are aware of (Nob Hill, Kirtland, Duranes, Griegos, Four Hills, Alameda, Barelas, South Broadway, Old Town, U.N.M., Martinez-town, Rio Rancho, Ranchitos, Los Chavez, Old Country Club, Huning-Highland, etc.). Teacher can help mark these locations on the map. Title map:		Books: Historic Albuquerque Today, S. DeWitt (teacher reference) Other Resources: Albuquerque/Bernalillo Neighborhood & Community Development Planning Section (Tel. - 766-7422) Books: Morlau's Albuquerque Street Directory, Circle M Publications, Albuquerque (teacher reference) APS Films: Neighborhoods Are Different (11 min.) What Is a Neighborhood? (11 min.)	"Show 'N Tell": Invite students to report on trips they have taken to beaches, mountains, valleys, national forests, and the like; they may show pictures of what they have seen. Direct brief discussion with questions to bring out the geographic significance, and to make comparisons with their own environment. Help students realize that their neighborhood is only a small part of the world.

Evaluation:

Goal: Students will learn how directions and maps are related to neighborhoods in Albuquerque.

Grade: Two
Topic: Geography (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	"Neighborhoods of Albuquerque." Visit those neighborhoods the students are not familiar with. Take pictures of each neighborhood to accompany the map.			Field Trip: Visit Huning-Highland area in Albuquerque to observe a redeveloping area. Point out historic Scheer-Van Cleave house at 112 Edith Blvd. N.E.

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People have a responsibility to protect the environment and the wildlife in it.	1a. Have speakers speak to your class about wildlife and the environment. Suggestions: - Jeremiah Johnson - Zoo docents - Forest Ranger - Environmentalist - Game & Fish Dept. Employee 1b. Plan a learning center, using wildlife pictures. Sample activities: - word search - draw pictures - creative writing - write three things you learned - mosaic - matching pictures, words - puzzles - posters - models of animals - dioramas - mobiles - puppets	TE p. T131 (Ext.)	Magazine: Ranger Rick APS Films: Man's Basic Needs (11 min.) One Special Dog (17 min.) Animal Friends (10 min.) Navajo: Shepherds of the Desert (9 min.) Books: Everybody Needs a Rock, Byrd Baylor Coyote Cry, Byrd Baylor teacher's guide to Albuquerque, Gwen Scholtz (teacher reference) Materials about "Smokey the Bear" available from the U.S. Forest Service	Science: Have students discuss characteristics and needs of each animal group, e.g. reptiles mammals amphibians fish birds Language Arts: -Help students write to such organizations as Save the Whale. -Have the students do a creative writing story about "A World Without Animals."

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Help students identify wildlife in their neighborhood, e.g. lizards. What can be done to protect them? Is it okay to catch them? What do they do to help us?		Guest Speaker: Animal Humane Association volunteer	Science: Plan a class mural about animal habitats, e.g. - mountain - desert - zoo or jungle - farm - pets at home
2. People have limited resources.	2a. Ask students what resources are limited for people (money, time, energy, etc.)? Familiarize students with the terms "scarce" and "scarcity" as they relate to resources.	PE pp. 30-37 TRB: Unit 1 Ptr.		Art: Structure an activity giving the students limited materials.
	2b. Collect two days worth of classroom trash. As a class, analyze and classify the trash according to useable and not useable. Illustrate how somebody's trash can be someone else's treasure.			

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Have students make food items from construction paper for an imaginary lunch. Provide brown paper sacks. How are sack lunches different? Alike? Discuss: What would happen if people could not buy the food they need? What alternatives would there be?			
3. Because all the wants of people cannot be satisfied, people must make choices. There are many factors which affect our choices.	3a. Have students make a list of things they want. Ask students: Can people have all their wants? Why? Guide the students through the steps it takes to decide on one choice if only one want can be filled: 1) look at all the choices and possible results before choosing 2) ask for help if you need it 3) make a choice 4) see the result	PE pp. 12-29; 34-37; 56-57 TE pp. T9B (FT); T47 (Ext.); T55 (Ext.); T80 (Ext.); T181 (Ext.) TRB: pp. 9-21; 23, 34, 83		Provide opportunities for students to make choices in the environment: e.g. among story starters, at learning centers, re. materials to complete an assignment, during self-selection, etc. Math: Graph choices. See Mathematics Their Way pp. 147-154.

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Have students use the steps in role playing other decision-making situations, e.g. choosing a ride at an amusement park, choosing what to wear, eat, or watch on TV, etc. Ask: Are these decisions the same when you are with other people? Do other people affect whether your wants and needs are met? How? 3b. Discuss with students how saving money and using banks can help people get something they need or want. Ask students: Do people have to give up something in order to save? 3c. Have students make a list of some things they want. Ask them to put the things they want most first on their list. Then			Government: During a Presidential election year, have the students in the class vote individually, in a mock election booth. Compare class results with national results. This can be set up on the computer using PFS: File.

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	have them list the cost next to each thing they want. Help students see that cost can involve more than money, i.e. you may have to give up something else in order to have what you want ("opportunity cost"), or cost may include time, energy, etc. Help them see cost as all the things you give up when you make a choice. Questions to consider: -If you go on a two-hour trip in a car, what can you do while you're driving? What opportunities could you miss? -If you could have an hour of free time at school, what could you do? What opportunities could you miss?			Language Arts: Have students create an advertisement for a toy, bicycle, etc., which includes information on cost, durability, etc. It could be written, oral, or videotaped. T.V.: Have students study commercials. How are they different for different shows? Who were the commercials meant for (children, men, etc.)? Encourage students to test simple slogans to see if they can be believed. Or students could interview people to determine how TV can affect their choices.

Evaluation:

Goal: Students will begin to learn how conservation and choices affect their lives.

Grade: Two
Topic: Economics and Consumerism (pg. 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3d. Ask students to name an object they might wish to purchase - e.g. a toy, bicycle, book, clothing, etc. Ask them to think about and list 8 reasons they think are important to them in choosing this product for purchase. Guide their consideration of cost, style, durability, ease of repair and maintenance, advertising, recommendations by friends, similarity to something purchased before, etc. Have students rank their reasons from 1 to 8, from most important to least important. Have several students explain their reasoning to the class. Look for similar and different considerations. Ask, do you think your parents would list the same priorities? Why, or why not?			Field Trip: Have class meeting with students to choose a field trip, e.g. -We can only take one field trip this year; where should we go?

Evaluation:

Goal: Students will examine past and present changes in American life, specifically in their neighborhood.

Grade: Two
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will understand that: 1. One can learn about the past and present by looking at pictures.	1a. Help students analyze some pictures of past and present life. If possible, have several copies of the same picture so that everyone can look at the picture being discussed. Ask, what can pictures tell us about families? clothing? transportation? kinds of communication? children? school? 1b. Set up a tour with a photographer (or have one come to class as a speaker) to share past and present pictures.	PE pp. 38; 66-70; 98-119 TE pp. T109 (Enr.); T115 (Ext.) TRB pp. 101, 106; Unit 3 Ptr.; Unit 4 Ptr.; Unit 5 Ptr.	Books: Mary Jo's Grandmother, J.M. Udry Grandmother's Pictures, Sam Cornish How Does It Feel To Be Old? Norma Farber	Science: Make pin-hole cameras. (They really work!) See Whole Cosmos Catalog of Science Activities for Kids, by Joe Abruscato & Jack Hassard Language Art: Intellectual Kits - postcards - greeting cards
2. Change takes place over a period of time.	2a. With students, examine pictures or scrapbooks of the school or neighborhood in past years. What is different? How old are the school and houses in the neighborhood?	PE pp. 118-119 TE pp. T45 (Ext.); T97A (BBd); T97B (FT); T140 (Ext.) TRB pp. 113-114		Science: -Observe, investigate, and describe plants and animals found in a pond habitat by constructing an aquarium. -Set up a fossil center with a hand lens.

Evaluation:

Goal: Students will examine past and present changes in American life, specifically in their neighborhood.

Grade: Two
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Discuss with students events we must wait an hour for, a week for, a year or more for. Encourage students to use the vocabulary of time as they speak and write, e.g. hour, minute, day, week, month, today, yesterday, tomorrow, since school started, when I went away, etc.		Books: A Little at a Time, David Adler Digging Up Dinosaurs, Aliki A Child's Story of New Mexico, Ann Clark & Francis Carey	Field Trip: Museum of Natural History Math: Students can learn to tell time of regular daily activities of the school program, and to keep them in sequence by hour and day.
	2c. "Students of the Week" Focus on a different student each week using the bulletin board. Display pictures from birth to present belonging to "student of the week."			
3. Groups can change in many ways.	3a. Help students begin to understand that friendships can change as children grow, their interests become different, new people enter the classroom, etc.	TE p. T43 (Ext.)		Language Arts: Read Langston Hughes' poem about friendship, "Poem" to students.

Evaluation:

Goal: Students will examine past and present changes in American life, specifically in their neighborhood.

Grade: Two
Topic: History (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3b. Have students begin collecting early in the year photos of field trips, class parties, kids in class, art work, etc. to be viewed at the end of the school year and examined for changes that took place.			
4. National holidays can teach students to compare the past and the present.	4a. For Lincoln's birthday have a variety of materials available for the students to build log cabins as in the days of Abraham Lincoln. Example: Lincoln logs, cardboard strips, popsicle sticks. 4b. For Columbus Day, make a needle and cork compass. Compare with an actual compass. (Directions can be found in A Pumpkin in a Pear Tree... listed at right.)	PE pp. 146-147; 152-153 TE pp. T69 (Ext.); T177 (Ext.) TRB pp. 155, 156, 161, 162; Unit 6 Ptr.	Books: If You Sailed on the Mayflower, Ann McGovern The House on Stink Alley: A Story About the Pilgrims, F. Monjo & Robert Quackenbush A Pumpkin in a Pear Tree: Creative Ideas for Twelve Months of Holiday Fun, Ann Cole (teacher reference) Abraham Lincoln, Ingri & Edgar D'Aulaire	Music: On George Washington's Birthday, sing, "My Hat, It Has Three Corners." Have a picture of George Washington's hat to look at. Calendar: Have students find national holidays on the calendar.

Evaluation:

Goal: Students will examine past and present changes in American life, specifically in their neighborhood.

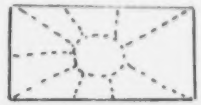
Grade: Two
Topic: History (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4c. Use Ann McGovern's book, If You Sailed on the Mayflower to help students learn about the roles of children in the first Thanksgiving.			

Evaluation:

Goal: Students will recognize the importance of their interactions within groups.

Grade: Two
Topic: Sociology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will understand that: I. A group is two or more people who need each other, communicate, and have the same interests.	Ia. Have students cut out pictures from magazines that show groups. Include various ethnic groups. Make a montage. Ib. Divide class in committees. Provide each committee with a piece of a puzzle that has been cut from a large piece of butcher paper; example:  Have each committee draw a picture of an assigned subject (flowers, trees, house, etc.) keeping the total picture in mind. Tape pieces together. Presto! A complete super puzzle! Discuss how the participation of each committee was needed to accomplish the finished product.	PE pp. 12-13; 92-93; 122-123 TE pp. T17 (Ext., Reinf., Enr.); T39A (BBd); T53 (Reinf.); T61 (Reinf.); T73 (Ext.); T75 (Ext.); T143A (BBd)	Magazines: National Geographic New Mexico Magazine Book: Jim's Dog Muffins, Miriam Cohen	Language Arts: Have students plan a class newsletter. Divide class into small groups and have each child write a short article. Have the newsletter relate to a subject area such as: (1) current events in class (2) better book (review a book) (3) short stories (creative writing) (4) informational article telling what they learned (5) artists from various cultures

Evaluation:

Goal: Students will recognize the importance of their interactions within groups.

Grade: Two
Topic: Sociology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Create a classroom message. Each child is provided with a large cutout letter to decorate (paint/markers/chalk, etc.). The message will be complete when each child contributes his/her letter to create the message. Include other languages. String across the room: **WELCOME TO OUR ROOM** **BENVENUTI** (Italian) **BIENVENIDOS** (Spanish) **BEMVINDOS** (Portuguese) **BIENVENUS** (French) **WILKOMMEN** (German) **KARIBBU** (Swahili)			
2. Children belong to many groups, including family and community groups. In both groups people depend on each other in many ways.	2a. Have students illustrate their different roles as a group member: (One picture of a role per square)	PE pp. 18-23; 26-29; 78-81; 94-95		Math: Graph groups that students belong to outside of school, and the number of students from the classroom that belong to each.

Evaluation:

Goal: Students will recognize the importance of their interactions within groups.

Grade: Two
Topic: Sociology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	"I am a son, brother, cousin, etc." or "This is me at soccer, church, brownies, etc." Some lists will be longer than others. Discuss: Which groups can you choose to belong to?	TE pp. T61 (Reinf.); T93 (Reinf., Ext., Enr.); T151 (Ext.)		
	2b. Help students identify how a community group might depend on them (e.g. soccer, Boy Scouts).	TRB pp. 39, 40, 71-74, 81, 82, 84, 137		
	2c. Ask students: What things make you know you're a member of this class and not another? What things make you feel a part of this group? Does it make a difference which classroom you're in?			New Students: Class discussion: How do you think a new person feels when they come in and haven't been a member of this class? What can be done to help them?
3. People in families are interdependent because any change in one member affects all other members.	3a. Each child will make a paper chain to indicate interdependence among his/her family members. Label each link with person's name and the	PE pp. 112-117 TE p. T25 (Ext.)		

Evaluation:

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Goal: Students will recognize the importance of their interactions within groups.

Grade: Two
Topic: Sociology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	responsibilities assigned to them. Chains will have to be one-dimensional. Hold discussion of effects on family of a broken link. 3b. Discuss with the students how responsibilities at home change when there are changes in the family. Examples: -when a new family member is added -when one family member goes to work or has a busier schedule (paper route, more homework, etc.) -when someone is sick		Books: Mommy, Buy Me a China Doll, Harve and Margot Zemach Through Grandpa's Eyes, Patricia MacLachlan Everett Anderson's Nine Month Long, Lucille Clifton Two Places to Sleep, Joan Schuchman Nonna, Jennifer Bartoli Home Alone, Eleanor Schick A Chair for My Mother, Vera Williams	
4. People in neighborhoods are interdependent because what one family does can affect the entire neighborhood.	4a. Discuss with the students the effect one student can have on a classroom by being quiet, noisy, or disruptive, etc.	PE pp. 72-77; 92-93		

Evaluation:

Goal: Students will recognize the importance of their interactions within groups.

Grade: Two
Topic: Sociology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4b. Guide students in a discussion of how one student who stuffs paper in toilets, marks on walls, etc., can affect the rules that everyone must follow at school.		Book: Music, Music for Everyone, Vera B. Williams	
	4c. Using a map of a pretend neighborhood, help students speculate and map the results of one family beginning a neighborhood clean-up campaign. (Draw lines between houses and/or people as students speculate a chain-reaction effect.) How might planting trees or developing a neighborhood association affect people's pride or morale?		Guest Speaker Volunteer from an Albuquerque neighborhood association	

Evaluation:

Goal: Students will appreciate similarities and differences in cultural groups in their neighborhood.

Grade: Two
Topic: Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: I. There are different ethnic groups. All cultural groups have similar and different characteristics.	Ia. As students naturally begin to notice differences among themselves (boy/girl, handicaps, abilities, skin color, etc.), provide information and experiences that will help students to understand the differences and also keep similarities in mind. For example, read literature to the students which fosters both understanding and further discussion of many cultures. Ib. Have students find and cut out magazine pictures of people, then categorize according to similarities (sex, age, color of hair, etc.). Encourage students to go beyond physical similarities. Some of the pictures should show people expressing feelings and engaging in common activities.	PE pp. 124-135; 138-141; 160-161; 166-169; 172-175; 178-181 TE pp. T15 (Enr.); T121B (FT); T149 (Enr.); T159A (BBd)	APS Films: Inquiring about Cultures (4 min.) People Are Different and Alike (11 min.) Color, Color, Color (15 min.) Books: Miguel's Mountain, Bill Binzen We Walk in Sandy Places, Byrd Baylor Bringing the Rain to Kapita Plain, Verne Aardema Honey, I Love: and Other Love Poems, Eloise Greenfield Color Me Brown, Lucille Giles Straight Hair, Curly Hair, Augusta Goldin Red Man, White Man, African Chief: The Story of Skin Color, Marguerita Lerner	Art: Make a life-sized 2- or 3-dimensional model of each child. Have peers help trace bodies on butcher paper. Have students include details and a front and back. Language Arts: Have students write descriptions of one another. Can be made into a guessing game. Health: School Health Curriculum Project, (2): Units 2 and 4 deal nicely with understanding handicaps (likenesses/differences)

Evaluation:

Goal: Students will appreciate similarities and differences in cultural groups in their neighborhood.

Grade: Two
Topic: Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Guide students to see that differences are often not important, especially when we know the person. Ask students: Would I be a different person if I changed my hair style, color? If I lost a leg, a finger? If I were in a wheel chair? 1d. Make a class "big book," People in Our Neighborhood (class, school), celebrating the diversity of interests and talents in the neighborhood. A big book should be large enough for everyone to see during story sharing time, and could include photographs of activities, individuals, etc.		Books: Cornrows, Camille Yarbrough Crow Boy, Taro Yashima Salt Boy, Mary Perrine Free to Be You and Me, Francine Klaysbrun Down, Down the Mountain, Ellis Credle People, Peter Spier Someone Special, Just Like You, Tricia Brown Children of Many Lands, Jean Wilson Children of Viet-Nam, Tran Khan Tuyet Children in Other Lands - Read Along Books Amigo, Byrd Baylor Schweitzer The Gift of The Sacred Dog, Paul Goble Liang and the Magic Paintbrush, Demi	Intellectual Kits: Provide practice for the students in seeing likenesses and differences through the use of materials in intellectual kits, e.g. fasteners, envelopes, cups, shoes, placemats, seeds, etc. Music: Sing songs, -"Everybody's Beautiful" -"Getting to Know You" -"It's a Small World" Math: Measure body parts and compare (arms, legs, feet, hands, head).

Evaluation:

Goal: Students will appreciate similarities and differences in cultural groups in their neighborhood.

Grade: Two
Topic: Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
			Magazines: National Geographic; Geo: The Earth's Diary; New Mexico Magazine; Arizona Highways Books: The Family of Man, Edward Steichen (teacher reference book)	Science: Have students study how much air their lungs can hold. (See "Taking a Breather" p. 41 in The Whole Cosmos, Joe Abruscato)
2. All cultural groups celebrate holidays but they may differ in the way they hold their celebrations.	2a. Make students aware of various cultural celebrations of students in the classroom, school, or neighborhood such as: the Greek Festival in October, German October Fest, Vietnamese New Year (Tet) in January, Jewish Hanukkah in December, Japanese Omatsuri in June, Irish St. Patrick's Day in March, Hispanic 5 de Mayo, Black Juneteenth Day, etc.	PE pp. 144-146; 148-151; 154-155; 170-171; 176-177; 182-183 TE pp. T125 (Ext.); T133 (Ext.) TRB pp. 133, 134, 157-160, 189, 190, 193, 194	APS Films: Holidays Your Neighbors Celebrate (11 min.) Holiday Fun with Grandpa (15 min.) Christmas Around the World (filmstrip) APS Cross Cultural Center	Music: Listen to record, Holiday Songs and Rhythms (see music coordinator at Curriculum Center)

Evaluation:

Goal: Students will appreciate similarities and differences in cultural groups in their neighborhood.

Grade: Two
Topic: Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Invite parents to come in and share cultural elements of a holiday their family celebrates (music, food, etc.). 2b. Use multicultural recipes for cooking experiences in the classroom. These can be planned around traditional family celebrations (e.g. Tet, Chinese New Year, Cascarones, Purim, etc.). A cookbook of recipes used in the classroom can be made. Help students recognize that people have different preferences in food. Compare those preferences. Discuss how people from other countries could get sick on our food if it hasn't been part of their diet, e.g. Vietnamese children drinking milk in our school cafeteria.		Books: International Cooking Made Easy, M. Wegener, (teacher reference) What's Cooking: Favorite Recipes from Around the World, Ruth A. Hayward and Margaret B. Warner, (teacher reference)	Math: As a home activity, ask each child to record how many people attend a particular holiday dinner, celebration, etc., (e.g. Thanksgiving) that's happening in all their families. Have children contribute their findings to a class graph, so comparisons can be made.

Evaluation:

Goal: Students will appreciate similarities and differences in cultural groups in their neighborhood.

Grade: Two
Topic: Anthropology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Have students begin a class book on celebrations by different cultural groups. 2d. Discuss "celebrate." Make up a classroom celebration: -What can we celebrate? (decorations, music, food) -Have a celebration that includes some elements from different cultures. -Possible celebrations: National Chocolate Day Be Kind To Second Graders Day Make A New Friend Day		Book: Amazing Days, Randy Harelson	

Evaluation:

Goal: Students will recognize their individuality and responsibilities within groups.

Grade: Two
Topic: Social Psychology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People belong to groups, yet each individual is a separate person.	1a. Help students to find out the meanings of the names of students in the classroom (Edward = guardian of health; Stephen = crown; etc.). 1b. In small groups, students trace a body to represent the group. Into this body they paste pictures or drawings of the feelings expressed by group members about working alone and in groups. Hang. Discuss. Allow for further additions.	PE pp. 16-17; 38; 70; 96; 120; 142; 158; 184 TRB: Biographies	APS Film: Peoples (11 min.) Books: But Names Will Never Hurt Me, Bernard Waber Check list of common names and their meanings in Webster's Collegiate Dictionary	Group Process: Designate a group of children who will make a decision that affects the class. Example: - Decide what will be at the listening center. - Decide which story books are to be read. Discuss process: how are individual needs taken care of in this process? Does everyone in the classroom or group always agree? Math Activity; "Descriptions," Mathematics Their Way, Baratta-Lorton, p. 74

Evaluation:

Goal: Students will recognize their individuality and responsibilities within groups.

Grade: Two
Topic: Social Psychology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. All individuals have responsibilities to themselves, to others, and to the environment.	2a. Have the children sit in a circle and draw names of classmates. Children are asked to look at and think of something nice about the person whose name has been drawn. Allow time for each child to compliment the person. 2b. Have children draw a picture of themselves and write a paragraph about "What Makes Me a Good Friend?" 2c. Origami - Have paper folding activities for the purpose of giving the resulting paper figure to a classmate. 2d. Story starters: - The world would be a better place if... - Other people are important because... - One thing I think to do in a group... - One thing I could teach someone is...	PE pp. 92-93 TE p. T71A (BBd)	APS Films Magic Moments: Getting Along (2 min.) Magic Moments: Getting Even (3 min.) Magic Moments: Me Too (3 min.) Magic Moments: Whose Shoes? (3 min.) Late for Dinner: Was Dawn Right? (8 min.) Only Benji Knows: Should He Tell? (14 min.) Books: 100 Ways to Enhance Self-Concepts in the Classroom, Harold Wells & Jack Canfield Origami in the Classroom, Chiyo Araki	Music: Learn song: "Best Friends," Silver Burdett (2), p. 40

Evaluation:

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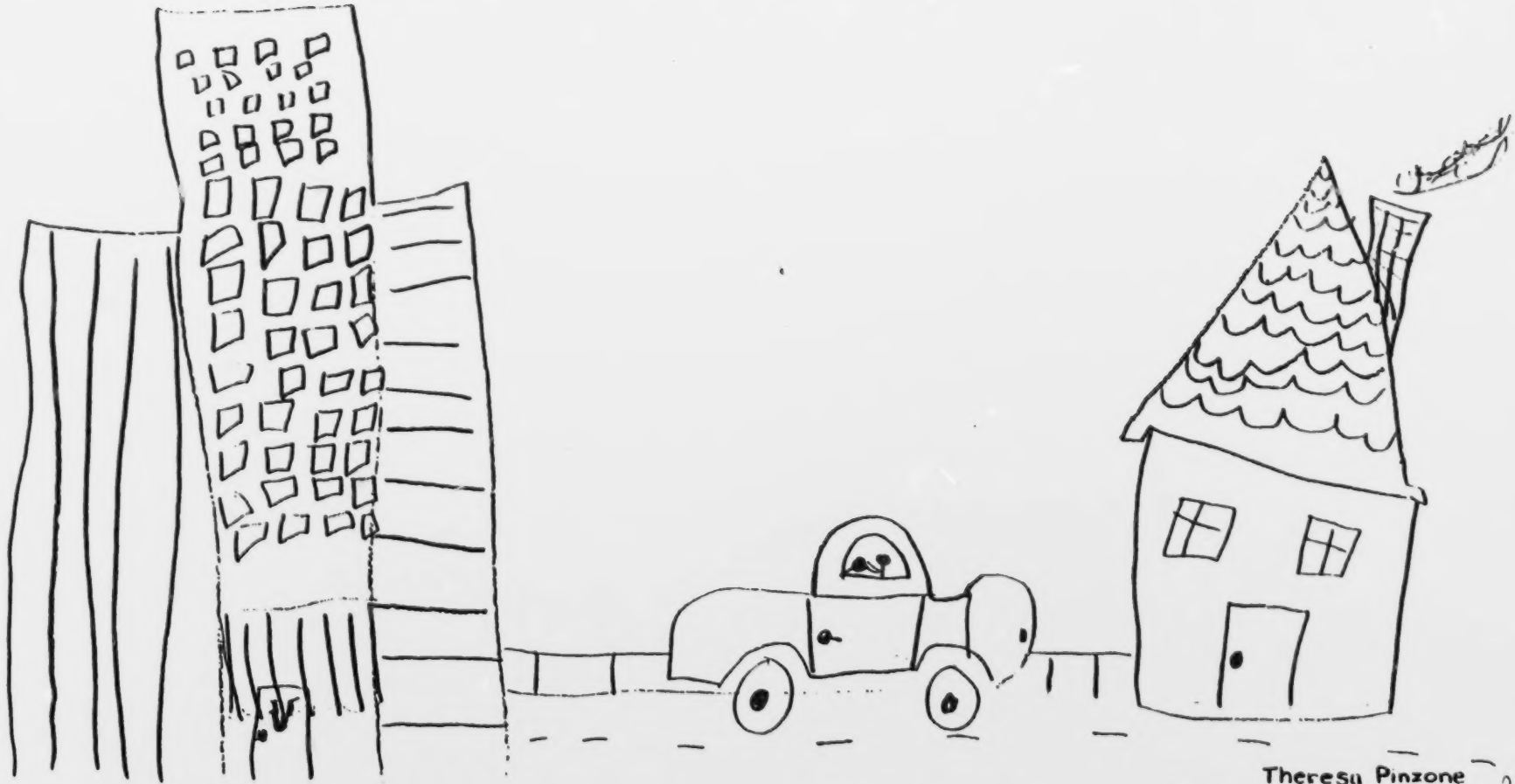
THIRD GRADE SOCIAL STUDIES
MAJOR EMPHASIS: THE COMMUNITY



Theresa Pinzone
Grade 2, Hubert Humphrey

SOCIAL STUDIES - THIRD GRADE: THE COMMUNITY

GOVERNMENT AND LAW (CITIZENSHIP)

Communities have rules to maintain order, promote health and safety, and protect individual rights.

Communities help new people in the community to learn rules and customs.

Rules are made by groups and change according to group needs.

Everyone shares in the responsibility for good government and making the U.S. a better place to live.

In most situations, someone is "in charge". That someone has certain rights and responsibilities connected to their authority and there are reasons for that authority. Different kinds of authorities have different functions.

Citizens have various ways of taking part in government.

Certain symbols and songs are used to represent beliefs about the United States.

GEOGRAPHY

A boundary is a limit.

There is a basic language of maps.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

Natural resources are necessary for survival, but their use and/or misuse limit people's choices.

Community groups depend on one another for goods and services.

The services supplied by a community government are shared by everyone in the community.

Communities provide people with many different opportunities to make a living.

People work to earn money for their wants and needs and for satisfaction and enjoyment.

Jobs can be classified into three categories: industry, service, and agriculture.

HISTORY (CHANGE AND CONTINUITY)

Change is a continuous process.

Communities are always changing and so are the choices facing their members.

Learning about events and people from the past and present helps us understand our role in America today.

SOCIOLOGY (FAMILY AND OTHER GROUPS)

People have always depended upon each other in order to survive.

Interdependent groups of people make up a community.

ANTHROPOLOGY (CULTURE)

Communities are made up of different ethnic groups.

People living in different cultures have different choices.

Differences in cultures are sometimes just different ways of looking at the same things.

Things people do every day are determined by the beliefs and customs of their cultures.

SOCIAL PSYCHOLOGY (SELF-AWARENESS)

Peer groups and institutions in the community affect the decisions one makes.

Each individual must take care of the community for it to be a good place to live in.

SEE MAJOR SKILLS, INTERMEDIATE (3-5)

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Communities have rules to maintain order, promote health and safety, and protect individual rights.	1a. Develop with students the idea that laws are rules for communities. Brainstorm a list of rules (e.g. no gum chewing) and a list of laws (e.g. stop at red lights) to compare. Are there some which are both rules and laws (e.g. don't take what doesn't belong to you)? 1b. Have students brainstorm and compile a list of rules/laws for traffic, a library, pets, bicycles, games, etc. Help them discuss why rules like No Littering, Keep Off Grass, Beware of Dog, One Way, No Pets Allowed, etc., are important to follow. Have students see if they can find pictures to illustrate these community rules/laws.	PE pp. 29-30; 93 TE p. T213 (Ext.)	Books: Social Studies for the Eighties, Leonard Kenworthy (teacher reference) The Bully of Barkham Street, Mary Stolz Otis Spofford, Beverly Cleary Veronica Ganz, Marilyn Sachs APS Films: Good Citizens (11 min.) Getting Along with Others (11 min.) Schools & Rules (10 min.) Why We Have Laws: Shiver, Gobble and Snore (7 min.) Cities and Government: Governing Our Local Community (9 min.)	Art: Make murals or posters on rules and laws for the community. Language Arts: Read Harriet the Spy (by Louise Fitzhugh) to the students as the basis for a discussion of privacy. Field Trips: - Albuquerque Police Department - Community walk to observe examples of everyday life which are controlled by law, e.g. stoplights, size of billboards, etc.

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Discuss with students: Where do our rules and laws come from? Who makes them? Research fire drills (that there must be one per month), the number of days children must attend school, or restrictions against child labor. Help students identify which are required by state government, State Board of Education, etc. 1d. Have students think about several laws they know, then answer the following questions about each one: -Does it protect you? How? -Does it punish you? How? -Who enforces it? -Is it needed? Why? Why not?		Speakers: -a sheriff, to discuss county laws -a mailcarrier, to discuss laws regarding U.S. mail -a police officer, to discuss bike and traffic laws -an adult leader of an after-school activity, e.g. scouts, 4-H club, sports, etc. to talk to the class about the importance of rules, citizenship, and fairness in their organization.	Career Education Help students make a "Who Am I?" question and answer book (class book or individual) about who helps us if we: (p. 1) have a broken arm (p. 2) have no electricity (p. 3) have snow packed roads Or make an alphabetical book of careers, e.g. A is for author, etc. Discuss the importance of each career, e.g. doctor, police officer, etc. Guide students in seeing how each keeps us safe.

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	le. Discuss the penalties for breaking most laws (fine, jail). Tell students that in some communities, judges give sentences to fit the crime. For example: someone who falsely pulls a fire alarm may have to polish fire engines for a month. Ask students to think of a law or rule in the classroom, school, or community and come up with a punishment for breaking this rule or law. lf. Have students brainstorm a list of city laws and a list of state laws to compare. Have students see if they can find examples of laws that are different in another city, in another state. What might account for differences?		APS Filmstrip: What Do You Do About Rules (2 filmstrips, 7 min. each)	Language Arts: Read Strega Nona, by Tomie de Paola to the class. Discuss how Big Anthony's punishment fits his crime.

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1g. Discuss with students some of the alternatives people use to resolve conflicts: -talking about the conflict -working out a compromise -chance -going to someone and having them decide Have students role-play conflicts they have had recently, perhaps with a brother, sister, or friend, and how the conflict was or could be resolved. Explain to students that when people can't resolve their conflicts, and their problem involves the law, they may go to the courts. 1h. Explain to students that decisions can be made by an authority, consensus, or voting. Present students with sample problems and ask them to decide which		Book: Living Together Under the Law: An Elementary Education Law Guide, available from: The N.Y. State Bar Association, 1 Elk St., Albany, N.Y. 12207 (around $4)	

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	is the appropriate decision-making process. For example, your class is deciding whether to play soccer or kickball at lunch. Who decides? How? In your discussion, relate these decision making processes to city government.			
2. Communities help new people in the community to learn rules and customs.	2a. Discuss rules of politeness and kindness which are often taught at home or at school (e.g. saying thank-you, eating politely at the table, raising hand to speak in class, etc.). How are these learned? Are they always written down? Help students become aware that these rules can help them choose how to behave when they are in new circumstances. Role-play: being at the back of a crowd to get on a bus, etc.	PE pp. 113-194	Books: The Big Hello, Janet Schulman Apple and the Envelope, Herbert Montgomery Crystal is the New Girl, Shirley Gordon The New Girl at School, Judy Delton	

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Ask students to consider the problems that people who have just arrived from another country encounter here, e.g. different language different food different money different schools different jobs different people different climate Discuss and list them in order of importance.			
	2c. Have a class meeting to discuss how the class can help a new student learn the rules and customs of the school.			Language Arts: Have students prepare a booklet to acquaint new students to the school. Have them include school rules, names of important people in the school, important things to know, etc.
	2d. Invite guest speakers from Catholic Social Services of Albuquerque, Tolstoy Foundation, Welcome Wagon International and similar groups to explain how they help new families in the community.			

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Rules are made by groups and change according to group needs.	3a. After students have agreed on a list of rules for the classroom, ask them whether classroom rules change from year to year. Why or why not? Have students collect rules from other classrooms, both younger and older, to compare. 3b. Have students conduct research within the school to see if school rules are obeyed. Ask students if they think any rules should be changed and why. Send a report of the findings to the principal. 3c. Have students work in small groups to write laws that would make their community a perfect place to live. They should focus on problems that need to be solved, or changes that are needed. The laws should be able to work.	PE p. 93 TE p. T116 (Ext.)		

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Have each group share their laws with the rest of the class. As a class, examine each law to see if it is fair.			
	3d. Give students some examples of laws that have changed: -In 1830 in Massachusetts a man was put in jail for wearing a beard. -In the 1960's women and girls were not allowed to wear slacks to school in many communities. -In the early part of this century, many cities would not employ a school teacher who got married. Discuss with students: What might be some of the reasons for these rules and laws?		Books: You Can't Eat Peanuts in Church and Other Little-Known Laws, Barbara Sevling The Good of It All, Geraldine Richelson Kids' America, Stephen Caney (pp. 356-357)	

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

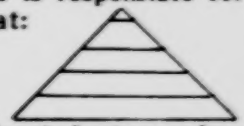
Grade: Three
Topic: Government & Law (page 9)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
4. Everyone shares in the responsibility for good government and making the U.S. a better place to live.	4. Discuss with students the rights that the government of the United States guarantees its citizens: freedom of speech, religion, and the press. Explain that citizens in a community also have rights, such as the right to use all public places. Discuss the rights of citizens in each of these public places: school, library, parks, streets, municipal swimming pool, zoo, museums, etc. What responsibilities do citizens have to keep each place useful for others (no littering, follow rules in each place, by helping keep the place safe, etc.)? Develop this idea further by relating individual rights and responsibilities to the classroom.	PE pp. 29-30; 141-144 TE p. T41 (Reinf., Enr.) TRB p. 8	Book: The Big Pile of Dirt, Eleanor Clymer	

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 10)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
5. In most situations, someone is "in charge." That someone has certain rights and responsibilities connected to their authority and there are reasons for that authority. Different kinds of authorities have different functions.	5a. Have students make a list of all different people involved in running a school. They might include teachers, students, principal, maintenance workers, teacher aides, substitutes, librarian, cafeteria workers, secretary, superintendent, parents, school board, etc. Discuss each individual's responsibilities briefly. Students may interview these people, or invite some to class to discuss their jobs. Have the class construct a Responsibility Pyramid which indicates who is responsible for what:  Help students see how their responsibilities contribute to the success of the school.	PE pp. 29-30; 39-41; 98; 145-146; 210,211 TE pp. T28 (Ext.); T40 (Ext.) TRB: pp. 26; 136	Book: Anansi, the Spider, Gerald McDermott APS Film: What's Your Authority? (11 min.)	Language Arts: -Have students write about what they think it means if someone says they are responsible. -Ask students to think about some of the responsibilities they have. Have them draw pictures and write a paragraph about a responsibility they have had during the last week.

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 11)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	5b. Identify authority figures in the community. How did they get their job? What responsibilities do they have to the people in the community?		APS Films: Why We Have Elections: The King of Snark (9 min.) Freestyle 09: Candidates and Responsible Leadership (30 min. videocassette)	Music: Sing city, state or national songs, e.g. "Albuquerque" "Oh Fair New Mexico" "Star Spangled Banner" "Asi Es Nuevo Mexico"
6. Citizens have various ways of taking part in government.	6a. Have students interview and/or research various resource people at the local government level: councilmen, mayor, police officers, judges, etc. Categorize by duty, role, service, hired, elected, etc.	PE pp. 39-41; 210-211		Computer: Diagram the local government structure.
	6b. Help students plan and carry out an election for class officers.			
	6c. Help students hold mock elections for local, state, and national offices.			
	6d. Encourage students to participate in student council.			

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 12)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	6e. Encourage students to write to editor of newspaper, the mayor, etc., stating their opinions on a certain topic.		Book: If Kids Could Ask the President One Question, Scholastic Books	
	6f. At election time, encourage students to watch or listen to newscasts of election results.		APS Films: Statue of Liberty (8 min.)	
7. Certain symbols and songs are used to represent beliefs about the United States.	7a. Have students trace the history of the American flag and the changes it has undergone.	PE p. 147	Values (filmstrip)	Art: Make a poster of U.S. symbols: eagle, flag, liberty bell, etc. Students may wish to try this using LOGO or Koala Pad on the computer.
	7b. Have students look up flags of other countries in an encyclopedia. Ask them to study the symbols in the flags: sun, stars, eagles, etc., and compare.	TE pp. T47B (FT2); T73 (Ext.); T151 (Ext.) TRB p. 7	God Bless America: National Songs (10 min.) Rock in the Road (10 min.) What Liberty & Justice Mean to Me (10 min.)	

Evaluation:

Goal: Students will learn about rules, laws, and roles of citizens in their community.

Grade: Three
Topic: Government & Law (page 13)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	7c. Have students make a booklet of National Monuments which are also considered national symbols: Mt. Vernon, Washington Monument, Monticello, White House, etc. 7d. Have students use dictionaries to look up words contained in the Pledge of Allegiance (e.g. justice, indivisible, allegiance). Spend time discussing each term so that the concepts are understood at the students' level of experience. Have students see if they can substitute other words for the more difficult words in the Pledge. The same activity could be used with the National Anthem, etc.		Guest Speakers: American Legion member, Disabled American Veteran, Scout Leader, etc. Books: The Star-Spangled Banner, illus. by Peter Spier Yankee Doodle, Edward Bangs	Music: -Sing patriotic songs. -Illustrate songs. -Have students take a non-patriotic song and put patriotic words to it. (Patriotic Songs, tape cassette at APS Media Services)

Evaluation:

Goal: Students will learn to apply their knowledge of the tools of geography to their community.

Grade: Three
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. A boundary is a limit.	1a. Help students learn: "What is a boundary?" Have students locate natural physical boundaries in immediate environment, e.g. school, playground. 1b. "Where is my community?" Have student locate their community's political boundaries on a map of Albuquerque and on a map of New Mexico. 1c. Ask students to plan the route of a trip that would cross school, city and state boundaries. 1d. Familiarize students with the shape outlines of states, the United States, and continents.	PE pp. 51; 65; 69; 111; 196-197		Art/Language Arts: Make a book entitled "I Live In." Have students draw pictures that show: I live in the city of Albuquerque, I live in the state of New Mexico, - county - USA - North America - Northern Hemisphere

Evaluation:

Goal: Students will learn to apply their knowledge of the tools of geography to their community.

Grade: Three
Topic: Geography (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. There is a basic language of maps.	2a. Review with students the directions of north, south, east and west. Also review that symbols on a map stand for real objects/places. 2b. After preparing slips of paper that describe mapping words (e.g. river, mountain, etc.), have students draw the slips from a hat and plan an imaginary map. Students will need to work together to plan the placement of their items. They may make a 3-D map or model using scrap materials the teacher has provided. 2c. Have students problem-solve how to make a map of their playground or a nearby city park. Brainstorm what scale, symbols and media to be used.	PE pp. 10-15; 65; 72-73; 79; 91; 109; 122; 130; 151; 154-155; 163; 167; 179; 196-197; 203; 214-217; 245 TRB pp. 1-4; 19; 57; 60; 63; 79; 86; 143; 203; 216; Unit 1 Ptr.; Unit 3 Ptr.; Unit 5 Ptr.	Books: Earth People Activity Book, pp. 86-87, "Indoor & Outdoor Mapping Games", Joe Abruscato & Jack Hassard Intellectual kit on maps: - relief map - treasure map - architectual plans - stadium seating - airline pilots' charts, maps - circulatory system map (from American Heart Association) - demographic maps - tooth charts - diagrams which show where cuts of beef come from - old maps	Language Arts: Have students draw an imaginary island and name it. Name the ocean around the island. Write a story or description of the island, and make a map to show everything on the island. Career Education: Let students role-play situations involving mapping—such as the route of the newspaper carrier, postman, bus driver.

Evaluation:

Goal: Students will learn to apply their knowledge of the tools of geography to their community.

Grade: Three
Topic: Geography (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2d. Have small groups of students plan a treasure hunt and a treasure map for rest of the class. 2e. Familiarize students with maps of the zoo, Old Town, Coronado Center, etc. and use them on a field trip, if possible. Include maps of places where students might get lost. 2f. Have students organize and plan a class map or mural of Albuquerque. Be sure to include familiar landmarks like Old Town, Zoo, Coronado Center, Airport, etc. 2g. Using Suntran bus map, have the class plan a trip within the city of Albuquerque, preferably to an unfamiliar part of town.			Language Arts: Arrange for the students to write to pen pals at another elementary school in Albuquerque, preferably in a part of town quite different from theirs. Encourage the students to share information about the geography of their neighborhoods. At the end of the year, arrange for the two classes to meet and see each others' school location or neighborhood. Field Trip: Visit a supermarket. Map the store and the different sections of the store. Number and label the different sections and the products.

Evaluation:

Goal: Students will learn to apply their knowledge of the tools of geography to their community.

Grade: Three
Topic: Geography (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Note familiar landmarks that have been discussed. (A small Suntran bus map is located in the Albuquerque telephone directory.) 2h. Help students become familiar with a world map by locating Albuquerque's sister cities (Sasebo, Japan; Helmstedt, Germany; Hualien, Taiwan; and Chihuahua, Mexico). 2i. Discuss different ways that maps communicate information: e.g. color, symbols, words, patterns/shading, map key, etc. Find examples on maps.			Field Trip: Ride the city bus. Discuss with students: Does it make allowances for the handicapped? the elderly? How? Point out the importance of including these groups of people in all activities and in city planning.

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics & Consumerism (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Natural resources are necessary for survival, but their use and/or misuse limit people's choices.	1a. Hold a class discussion about natural resources (not made by man) and how man uses them, e.g. paper and wood from trees. List others. Cut out pictures of natural resources and label how these resources may be used. - Why do communities grow near resources? - In what ways can a community misuse natural resources? (air & water pollution, etc.) 1b. Brainstorm and list ways in which people's choices are limited as a result of misuse of natural resources, e.g. limited tree cutting, fishing & hunting, car inspection for fumes, etc.	PE pp. 27-28; 85-86; 89-90; 109-111; 115-118; 121-123; 126-130; 133-134; 136-138; 156-159; 167-169; 172-175; 179-181; 189-190; 192-193; 198-199; 237-238 TE pp. T30 (Reinf.); T62 (Enr.); T203B (FT2)	APS Films: Cities & Beauty: Cities Can Be Beautiful (8 min.) Man Uses & Changes the Land (11 min.) Book: Albuquerque's Enviornmental Story, Hy and Joan Rosner	

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics & Consumerism (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Ask students to think about ways that their city is trying to conserve resources. Have students choose one or two partners, and research recycling and conservation measures in the community. They may want to propose solutions for existing problems. Have each research team make a report to the class about their findings.		Speaker: Invite as guest speaker an employee of the Hispanic Chamber of Commerce to explain their role in the community. Teacher-made picture file: community workers APS Films: Our Community Services (12 min.) Cities & Shopping: Where We Get Our Food (8 min.) Cities & Transportation: Moving People & Goods (9 min.) Our Post Office (11 min.) Community Helpers: Overview (11 min.) Communities Depend on Each Other (11 min.)	Bulletin Board: Have students contribute drawings and writing to be placed under two separate headings: What ___ Does for Me and What I Can Do for ___ Art: Make a collage of pictures showing community workers in action. Music: Make up songs about community occupations Language Arts: Students can make up poems, limericks, and riddles about community workers.
2. Community groups depend on one another for goods and services.	2a. Explore with students, "What do _____ give to a community? What things do they need from the community?" (Fill in the blank with community helpers, e.g. teachers, truck drivers, police officers, etc.) 2b. Have one student or a group act out the duties of a community helper, while the rest of the class tries to guess the helper being portrayed. Avoid stereotyping.	PE pp. 34-38; 47; 115-119; 126-130; 185-187; 208-209 TE p. T15B (FT2 and BBd2) TRB pp. 8, 30		

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics & Consumerism (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Talk with students about the jobs of their parents and their contributions to the community. You may have to assist students in making connections between the various jobs and satisfying needs. Stress that all workers contribute in some way. 2d. Have students make a list of services in their community. Next to each, have them write who performs the service. 2e. Have students make a list of goods that are made in their community. Next to each, have them write who makes it. 2f. Have students list, "Goods I Can Make" and "Services I Can Do," then decide who uses these. Help students see that these people depend on them as a resource.		Books: On the Other Side of the River, Joanne Oppenheim Tia Maria's Garden, Ann Nolan Clark	Career Awareness: Give students examples of things some people do for themselves, but that most other people buy (e.g. growing food, sewing clothes). Talk to the students about why most people rely on the community to provide these needs. Language Arts: Portray various roles selling wares or providing services in either story or play form.

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics & Consumerism (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2g. Have students list: - the goods and services they might want or need next year - the goods and services their mother, father, or another adult might want - the goods and services they might want when they are very old		APS Films: Cities & Government: Governing Our Local Community (9 min.)	Language Arts/Art: Read the book The Judge, by Harve Zemach, but keep the ending a secret. Have students illustrate and write what they think the ending would be. Career Awareness: - Have students study and record information about police officers' duties, as they are portrayed on TV. Invite an officer to class for the students to interview to see how the real job might differ. - Have students study the people whose jobs involve knowing the law. Computer Awareness: If a field trip to city government offices is possible, help students become aware of how computers help with record keeping, etc.
3. The services supplied by a community government are shared by everyone in the community.	3a. Have students make a class book of pictures showing community government jobs, and the services they provide for everyone. 3b. Have students write a letter to a city council member, the mayor, or a judge in the community, inviting them to class to talk about their work. 3c. Help students understand what the city government does and how it works. What services does our city government provide us?	PE pp. 21; 118; 128; 138; 186 TE p. T15B (FT 1)		

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics & Consumerism (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
4. Communities provide people with many different opportunities to make a living. Jobs can be classified in three categories: industry, service, and agriculture.	4a. Host a career fair. Ask people to tell about their occupations. Include a wide variety of professions. Invite representatives from both sexes, various ethnic groups and ages. 4b. Help students compare the jobs that cities and rural communities have to offer their residents. 4c. Guide students' research of various types of jobs in the community, jobs that they are especially interested in, and jobs that are currently held by women, the elderly, etc. Have them collect information on as many jobs as they can find, and put the information into a class book, mural, or bulletin board. Guide them in identifying which jobs are industrial, service, or agricultural jobs.	PE pp. 23-25; 37; 109-117; 121-130; 133-134; 138; 194-195 TE pp. T105B (BBd and FT); T119(Reinf.); T121 (Ext.); T130 (Reinf.); T139 (Reinf., Enr.) TRB pp. 28-29	Guest Speakers: Invite guest speakers of different ages, sexes and cultural backgrounds who work in the community to come and discuss their jobs; for example: -policeman, policewoman -dentist -APD Mounted Patrol -APD Canine Unit -APS Maintenance and Operations Employee -paramedic -school workers APS Films: People Who Work in Factories (11 min.) People Who Work in Offices (10 min.) People Who Work in Science (2 filmstrips; 8 min. each) People Who Work in Stores (10 min.)	Language Arts: Encourage students to interview people about their jobs.

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics and Consumerism (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
5. People work to earn money for their wants and needs and for satisfaction and enjoyment.	5a. Have a class meeting to discuss the ways students earn their allowances. 5b. Make a list of items that might be damaged at school: desk top, lunch box, bus cushion, library book, bicycle tire, classroom window, etc. Have students individually estimate how much it would cost to replace each one. Then provide actual prices for comparison. Help students figure out how many weeks of an allowance it would take to pay for the cost of the item, if a child was responsible for the damage. 5c. Have students research: At what age can you begin to earn money? To pay social security? Pay taxes?	PE pp. 35; 36 TRB p. 25	APS Films: Magic Moments: What If? (3 min.) Story of King Midas (11 min.) Economics: Money (11 min.) Why We Use Money (8 min.) Book: The Story of King Midas, Pamela Espeland	Creative Writing: Have students write a creative story about money, either factual or fanciful, e.g. "If I had $1,000,000.00" or "If I had $5.00 I would....."

Evaluation:

Goal: Students will become aware of how community resources, goods, and services affect their role as consumers.

Grade: Three
Topic: Economics and Consumerism (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	5d. Have students brainstorm ideas for a class project in which they earn money for a specific purpose that would benefit the school or community. Discuss ways of earning the money, e.g. -bake sale -class store -carnival -flea market -arts and crafts fair		Books: Dollars from Dandelions: 101 Ways to Earn Money, Helen Sattler How Kids Can Really Make Money, Shari Lewis Good Cents: Every Kid's Guide to Making Money, Amazing Life Games Co. Kids' America, Stephen Caney, pp. 376-385 Treehorn's Treasure, Florence Heide The Plant Sitter, Gene Zion APS Film Lemonade Stand: What's Fair? (14 min.)	Language Arts: -Create a "help-wanted" bulletin board in the school where students can advertise their services for plant sitting, car washing, etc., and where local people can advertise their need. -Have students write a classified ad which could be sent to the "help-wanted" column of the newspaper. T.V.: Have students keep a record of TV commercials in which children appear. Have students share their favorites of these commercials, where they feel there is a good job of acting, or where they feel convinced to buy that product.

Evaluation:

Goal: Students will learn that as things change in their lives and community, history is created.

Grade: Three
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Change is a continuous process.	1a. Find pictures of early days of Albuquerque. Display. Discuss changes. 1b. Help students list some changes in Albuquerque they have observed (more streets, houses, new people, a new school, restaurant, etc.). What caused them? 1c. Have students draw themselves the way they think they will look like in mid-school, then how they will look as adults. Ask them to make predictions about their own future. 1d. Make a timeline. Each child can make an individual timeline representing significant happenings in his or her lifetime. Try this also as a small group activity, working on a timeline that represents the group.	PE pp. 52-53; 100-101; 203 TE pp. T47B (FT 1); T59 (Reinf.); T86 (Ext.); T187 (Reinf.); T125 (Reinf., Enr.); T136 (Reinf.; Enr.); T144 (Reinf.; Enr.); T163B (BBd); T195 (Reinf); T235 (Enr.) TRB: Unit 4 Ptr.	APS Films: Changes, Changes (6 min.) Cities & History: Changing The City (8 min.) Albuquerque Historical (slides) History in Your Community (13 min.) Albuquerque, Our City (slides) Books: Growing up Green, Alice Skelsey Changes, Florence P. Heide Early Albuquerque: A Photographic History 1870-1918, Albuquerque Museum (teacher reference) The Velveteen Rabbit, Margery Williams Annie and the Old One, Miska Miles Badger's Parting Gifts, Susan Varley	Language Arts: Have students write poems or short paragraphs about changes in their lives and those of their families. Encourage students to use simple indefinite terms related to time, e.g. a long time ago, later, a few years ago, next year, in a few years. Math: Have students arrange a list of events in sequence according to time. Art: Make a shrunken head: -Peel and carve an apple -Dip it in lemon juice -Hang it to dry -Observe daily changes Field Trip: Take a walking tour of Old Town.

Evaluation:

Goal: Students will learn that as things change in their lives and community, history is created.

Grade: Three
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1e. Guide students in researching the history of their community. Encourage interviews of people who have lived in the community for a long time. Help students put the oral history of their community into a written form which can be saved, perhaps in the school library.		Books: A Boy's Albuquerque, 1898-1912, K.C. Balcomb Old Town, Albuquerque, New Mexico, A Guide to Its History and Architecture, B.A. Johnson Local History: A Guide for Research and Writing, James Mahoney (teacher reference) The Little House, Virginia Burton Mike Mulligan and His Steam Shovel, Virginia Burton Ramona and Her Father, Beverly Cleary Christmas in Old Santa Fe, Pedro Ortega	
2. Communities are always changing and so are the choices facing their members.	2a. Discuss with students the things that might make people want to move to a new community (jobs, climate, etc.). 2b. Assign students to interview an adult at home to find out about a change in the community to which people were opposed. Why? Did the change take place?	PE pp. 19; 60-62; 74-77 85-87; 100-101; 113-119; 135-139; 156-157; 170-175; 182-184; 198-199; 239-241		

Evaluation:

Goal: Students will learn that as things change in their lives and community, history is created.

Grade: Three
Topic: History (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2c. Have students study an actual conflict within the community and give pros and cons for each side. Invite guests who can speak for both sides of the conflict. 2d. Have students brainstorm what could be done with an empty lot or an unused building in their community. Discuss how each choice might affect them.	TE pp. T22 (Reinf.); T25 (Reinf.); T47B (BBd) TRB: Unit 4 Ptr.	Guest Speaker: Invite a senior citizen to talk about community changes which they have observed. Contact the Albuquerque-Bernalillo County Office of Senior Affairs or a nearby Senior Citizen Center.	Language Arts: Have students collect articles from the newspaper about changes or a specific conflict in their community.
3. Learning about events and people from the past and present helps us understand our role in American today.	3a. Allow students to explore and manipulate artifacts from trunk exhibits (Cross Cultural Center, APS Area Instructional Resource Centers, Maxwell Museum). Discuss, compare, and share information.	PE pp. 51-53; 60-62; 67-71; 79-81; 82-84; 92-98;	Books: Obadiah the Bold, Brinton Turkle Thy Friend, Obadiah, Brinton Turkle	

Evaluation:

Goal: Students will learn that as things change in their lives and community, history is created.

Grade: Three
Topic: History (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3b. Explain to students that Albuquerque was first named "Alburquerque" in 1706 after the Duke of Alburquerque in Mexico City. The first "r" in Albuquerque, NM disappeared from maps by the early 1800's, but the reason is not known.	PE, cont.: pp. 105; 113-114; 124-125; 135-136; 141-144; 156; 160-161; 170-171; 182-184; 191-195 TRB: Unit 2 Ptr.	Newspaper articles re. the Duke of Alburquerque	

Evaluation:

Goal: Students will understand the concept of interdependence among people in communities.

Grade: Three
Topic: Sociology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People have always depended upon each other in order to survive.	1a. Have students brainstorm and list needs that all people have. Guide students into grouping their answers under one of these headings: - people need to stay alive and healthy - people need to feel safe - people need to feel good about themselves Then, have students cut out pictures from magazines which show things they think are needed in order for people to stay alive. Compare the pictures with the list the class compiled. 1b. Have students write story titled: "WHAT WOULD HAPPEN IF _____ DIDN'T COME TO WORK TODAY?" (Fill in blanks with occupations, e.g. lawyers, doctors, policemen, garbage collectors, firefighters, teachers, etc.)	PE pp. 56-57; 94-95; 192; 198-199; 221-222; 227-228	Safety Materials: Junior Fire Marshal materials from the Hartford Insurance Co. Speaker: Invite a Civil Defense or local police, fire, paramedic, or Red Cross worker to visit the classroom to help students decide what course of action should be taken in times of emergency. APS Films: Cities & Protection: Protecting Lives & Property (8 min.) Giving Tree (10 min.) Why We Need Each Other: The Animals' Picnic Day (9 min.)	Language Arts: Have students write a short paragraph beginning with "I feel safe when...." After some students have shared their responses, the writing can be compiled into a class book.

Evaluation:

Goal: Students will understand the concept of interdependence among people in communities.

Grade: Three
Topic: Sociology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. Interdependent groups of people make up a community.	2a. In small groups have the students plan and build a model community. Have them decide upon places and buildings they feel are necessary, and direct them to construct houses and buildings from various size boxes, cartons, and other art supplies. Plan for a town center where most of the community services and shops will be located. 2b. Have five pictures, one for each of the following communities: residential, business, industrial, recreation, shopping. Arrange in a circle on a bulletin board. Have twenty pieces of cord or string cut so they can reach from one picture to another. Attach four strings to each picture. Start with the residential picture. Ask student if	PE pp. 19-22; 94-97; 227-228 TE p. T127 (Ext.)	APS Films: Cities Are Different & Alike (11 min.) Books: Child of the Navajos, Seymour Reit Community maps from City Parks and Recreation Department, telephone directories, Chamber of Commerce, home construction companies, etc. APS Indian Education Guide - "Clans"	Language Arts: Take the name of a community. Have students write adjectives that describe it, using the letters that make up the name of the community: T - errific A - ttractive O - ld S - cenic

Evaluation:

Goal: Students will understand the concept of interdependence among people in communities.

Grade: Three
Topic: Sociology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	people in homes need a business district. Help them see that people need jobs as well as services. Attach string from the residential to the business picture. Use similar questions until all strings are attached and a mass interconnection is evident. 2c. Help students understand how transportation and communication are necessary for trade and for assistance in time of trouble. Have students collect pictures showing various types and symbols of transportation and communication within their community. Examples: railroad routes, emergency vehicles, TV antennae, radio towers, mailboxes, delivery trucks, etc.		Kits: Community Living: A World of Our Own (kit with filmstrips, activity cards, study prints, and books, available at North Area Media Center) APS Films: Cities & Communication: Keeping the Community Informed (8 min.)	Art: Make murals of different communities. Language Arts: - Write descriptions of each community. Field Trip: U.S. Post Office

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Communities are made up of different ethnic groups.	1a. While students are making a mural of the State Fair, have them discuss contributions from local cultures to the Fair. Talk about the New Mexico State Fair being a blending of cultures. 1b. Have students discuss contributions of the cultural groups found in New Mexico: Jews, Greeks, Irish, American Indians, Italians, Germans, Polish, Blacks, Vietnamese, Laotians, Japanese, Hispanics, French, etc. Invite people from the community who represent these cultures to speak about their traditions, celebrations, and contributions.	PE pp. 21; 76-77; 194; 239-241 TE p. T195 (Ext.) TRB p. 65	The Hispanic Chamber of Commerce International Students Center, UNM APS Indian Education Office, Santa Barbara Center Local ethnic clubs	Math: Collect menus from restaurants that serve foods from different cultures. Have students choose a meal and add up the cost. Field Trips: Tour community restaurants: -Bueno Foods -New China Town -Mexican Restaurant -Powdrell's BBQ -Le Chantilly -Restaurant at the Indian Pueblo Cultural Center

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. People living in different cultures have different choices.	1c. Assign students to look up "restaurants" in the Yellow Pages of the phone directory and count how many specialize in foods from various cultural groups. Which cultural group has more restaurants? Take a class poll--which foods are most popular? 2a. Brainstorm a list of choices that would be different in different cultures, e.g. food, games, clothes, job, etc. Point out that these choices are not better or worse, only different. 2b. Listen to records of music from other countries.	PE pp. 221-225; 242-243 TE pp. T62 (Reinf.); T203B (BBd)	Records: Music of the World's People, Folkways Songs from Many Cultures, Kimbo Educational Records Folk Instruments of the World - (record available at APS Media Center) Folk Music of Japan, Folkways Drums of the Yoruba, Folkways Songs of Mexico, Folkways Folk Music of the United States, Library of Congress Music Division	Art: Have students draw a picture to illustrate the way the music makes them feel. P.E. Have students learn dances from other countries (request instructor at Cross Cultural Center). Language Arts: Have students write a paragraph about the music they heard describing how it sounds or comparing it to American music.

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Differences in cultures are sometimes just different ways of looking at the same things.	3a. Provide students with an example through language of different cultures viewing the same thing. For example, animals make the same noises all over the world but the various linguistic groups express these sounds differently: ROOSTER ENGLISH: Cock-a-doodle-do SPANISH: ki ki ri ki RUSSIAN: ku ku ri ku FRENCH: cocorico GERMAN: kikeriki DOG ENGLISH: bow-wow SPANISH: guau FRENCH: ouah GERMAN: wau wau 3b. Explain to students how animals are viewed differently by different cultures. For some	PE pp. 76-77; 207-209; 212-213; 223-224; 227-230 TE p. T203B (FT1)		

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	groups, animals are only a part of nature and are not kept as pets or in cages at home or in the classroom. In some languages, the equivalent to the English word PET doesn't exist. 3c. Have students look at pictures of signs in languages that use a different alphabet. (Look for books about other countries.) Discuss how it would feel to be in a community where all signs were unknown to you. 3d. Explain how common practices have different interpretations by different groups. In some cultures people wave to say "good bye." But the same gesture in Japan means "Come here!" or "Follow me!"		Magazines: -National Geographic -Geo - The Earth's Diary -Smithsonian -New Mexico Magazine -Arizona Highways	

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3e. Examine and discuss pictures which depict different foods, shelter, clothing, dances from many communities, and which show a variety of cultures. Include pictures from your own community.			
4. Things people do every day are determined by the beliefs and customs of their cultures.	4a. Have students bring in and share various articles and artifacts from another culture that are of a unique nature or have a specialized use: mortar, pestle, chopsticks, metate, mano, wok, rice steamer, etc. Discuss: Do these articles have an equivalent in another culture? Compare. Ask students: How would you feel if you suddenly had to eat with chopsticks all the time? How do you think recent arrivals from Asia feel when they have to use knives, forks and spoons?	PE pp. 56-59; 63; 102-103; 213; 220; 223-224; 231-235; 239; 240; 242-243 TE p. T180 (Enr.) TRB p. 222	Book: How My Parents Learned to Eat, Ina Friedman	

Evaluation:

Goal: Students will understand some of the commonalities and differences of people with different backgrounds.

Grade: Three
Topic: Anthropology (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4b. Have students try to pick up and eat miniature marshmallows with chopsticks. Try a relay race holding a peanut with chopsticks.			
	4c. Have students write to pen pals in a sister city of Albuquerque (Sasebo, Japan; Helmstedt, Germany; Hualien, Taiwan; Chihuahua, Mexico) and discuss customs of their communities. Look up information about that city and country before writing.		Sister Cities Foundation, PNM Alvarado Square Albuquerque, NM 87103 848-4891	

Evaluation:

Goal: Students will increase their awareness of their roles and responsibilities in the community.

Grade: Three
Topic: Social Psychology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Peer groups and institutions in the community affect the decisions one makes.	1a. Have students role-play this situation: you are in a store after school with 3 of your friends. You are all hungry. The friends try to convince you that it is OK to take some candy bars. You know it is wrong to do this. What do you do? 1b. Have students make their own lists of, "Decisions I have Made." Have them remember when they were younger. What kinds of decisions did they make for themselves then? Have students group the decisions according to similarities. Did anybody influence these decisions? 1c. Have each child draw a comic strip showing one person daring another to do something. Display the comic strips. Discuss. Ask students why they chose the subjects they illustrated.	PE pp. 223-224; 234-235	APS Films: Clubhouse: A Vandalism Story (10 min.) Trouble with Truth (filmstrip)	Language Arts: - Have students list the things that make others think well or badly of them. - Make a class book about decisions the students have made. Have students include decisions made at home, at school, and at play.

Evaluation:

Goal: Students will increase their awareness of their roles and responsibilities in the community.

Grade: Three
Topic: Social Psychology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	ld. Play "What's Your Choice?" Have students congregate in the center of the room. Teacher will ask a series of questions that call for a choice: "Do you like Coke or Dr. Pepper? Is your favorite color blue or red? Do you like to play alone or with friends?" etc. As students make decisions they move to one side of the room or the other. Point out how many children make the same choice. le. Ask students to think of four items they want very much and write them down on a piece of paper. Ask students to compare their answers with each other to determine the items that are the same. Ask if their choices were influenced by the fact that their friends have these items or want them.			

Evaluation:

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Goal: Students will increase their awareness of their roles and responsibilities in the community.

Grade: Three
Topic: Social Psychology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. Each individual must take care of the community for it to be a good place to live in.	2a. Adopt a family or individual in the neighborhood (e.g. senior citizen). As a class, visit this home on a regular basis and help with yard chores, errands, or.... 2b. In small groups, follow the custodian and record how he helps the school. 2c. Have a classroom fund raiser to purchase shrubs, trees, flowers, etc. Plant in the community or around the school. 2d. Have students collect aluminum cans, glass containers, old newspapers to recycle them. Discuss benefits of recycling process.	PE pp. 41; 172-175 TE p. T117 (Ext.)	Book: The Street of the Flower Boxes, Peggy Man APS Films: Uncle Smiley Goes Recycling (14 min.) Guest Speakers: - Employee from Albuquerque Environmental Health Department on noise pollution - A city Parks and Recreation employee	Field Trip: - Visit a recycling center - Go on a class picnic. Pay for picnic supplies with money from a recycling project. Art: Have students make conservation buttons with slogans on them. Have students think of well-known slogans, then have them make up one of their own. Letter the slogans onto paper circles, then either mount on cardboard or use the button machine at the Graphics Department of the Monroe Media Center, APS.

Evaluation:

Goal: Students will increase their awareness of their roles and responsibilities in the community.

Grade: Three
Topic: Social Psychology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2e. Build a litter monster. Make a form from chicken wire. As children find litter on the playground it is placed into the form.			Art: - Use discarded materials (e.g. telephone co. wire, scrap wood) to create inventions and sculptures. - Make paper from old newspapers (ask an APS Itinerant Art Teacher).

Evaluation:

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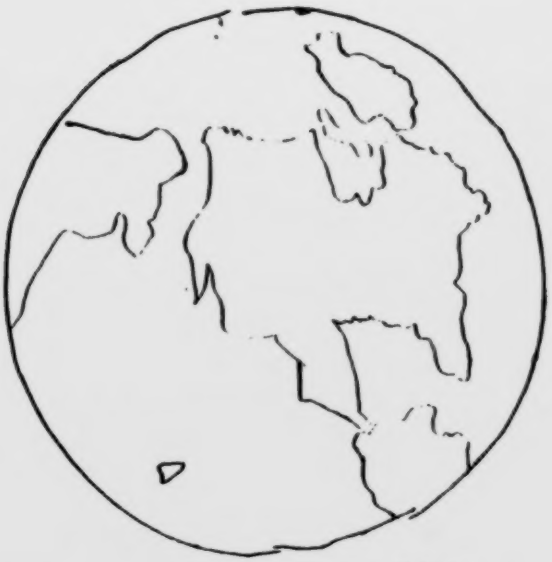
FOURTH GRADE SOCIAL STUDIES

MAJOR EMPHASIS:
GEOGRAPHY OF NEW MEXICO, THE UNITED STATES, AND THE WORLD



Deanna Chavez
and Camille
Age 10
Marie Hughes Elementary

GOVERNMENT AND LAW (CITIZENSHIP)

People around the world live under governments.

Governments make rules and decisions for societies.

GEOGRAPHY

Earth is a planet, and part of the solar system.

Earth's rotation on its axis produces day and night.

The revolution of the earth, along with the tilt of the earth's axis, causes seasons and years.

Charts and graphs show information in an organized way.

The earth is a sphere that is divided into hemispheres.

The equator divides the earth into the northern and southern hemispheres.

The prime meridian divides the earth into the eastern and western hemispheres.

The United States is located in the northern and western hemispheres.

The earth has seven continents and four oceans.

The United States is located on the continent of North America.

GEOGRAPHY, CONT.

Parallels of latitude measure the number of degrees north or south of the equator.

Meridians of longitude measure the number of degrees east or west of the prime meridian.

A grid can be used to locate places on a map or globe.

Weather is the condition of air for a short amount of time.

Climate is the average weather of a place over a long period of time.

Climate affects the way people live.

The natural environment of the United States consists of varied landforms, vegetation, water sources, and climate.

The United States can be divided into geographic regions.

Physical maps show what the land looks like (elevation, landforms): political maps show man-made features (boundaries, cities).

Maps are drawn to scale; that is, a certain measurement on a map always equals a certain earth distance.

A map scale can be used to find distance on a map.

The directions northwest, northeast, southwest, and southeast can specify location.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

Tools and technology have made possible a great variety of goods and services.

The choices people make are affected by available resources and the natural environment. It is to our advantage to conserve the resources of nature.

Countries depend on each other.

Many goods used daily in the USA come from other countries.

Work is socially and economically necessary in all societies and to individuals of all societies.

Man's basic human activities are the production, distribution, exchange and consumption of food, clothing, shelter and other goods and services.

HISTORY (CHANGE AND CONTINUITY)

Human beings can change the way they live and their environment.

People today can learn about the past in two ways; by studying things left be ancient people and by observing those people whose way of life has changed little.

SOCIOLOGY (FAMILY AND OTHER GROUPS)

People learn from parents and family members about their culture.

SOCIOLOGY, CONT.

People depend on each other to make a culture.

Each culture present in New Mexico contributes to the way of life of all its residents.

ANTHROPOLOGY (CULTURE)

People experience culture in different ways; sometimes people follow traditional ways, other times they follow more contemporary ways.

When any culture comes into contact with other cultures, its ways change. The changes are hard for some individuals.

SOCIAL-PSYCHOLOGY (SELF-AWARENESS)

People all over the world are much alike in feelings and needs, although they differ in appearance, ideas, and ways of living.

SEE MAJOR SKILLS, INTERMEDIATE (3-5)

Goal: Students will apply their understanding of basic principles of government and law.

Grade: Four
Topic: Government and Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People around the world live under governments. Governments make rules and decisions for societies.	1a. Discuss with students: What is a government? What is a democracy? 1b. Have students research other forms of government in different countries, e.g. USSR, Israel, Pakistan, Nigeria, China, etc. 1c. Discuss: What kinds of decisions do governments decide? What kinds of decisions do people in the society decide?	PE pp. 19-21; 308-310; 313-315; 318-320; 322-326 TRB pp. 8, 99, 101, 103, 104		Current Events: Help students be aware of changes in governments and leaderships that are current in the world today.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Earth is a planet, and part of the solar system. Earth's rotation on its axis produces day and night. The revolution of the earth, along with the tilt of the earth's axis, causes seasons and years. Charts and graphs show information in an organized way.	1a. Have students research planets. Include: when discovered, how named, surface features, number of moons plus other important information. 1b. Make a scale model of the solar system using paper maché or make a flat model. Label planets and display. 1c. Have students make a chart to show one of the following: - average distances from the sun to the other planets of the solar system, in order - size of each planet, in order	PE pp. 98-99; 195-196; 338-340; 369-370 TE pp. 156 168; 169; 202; 292; 295; 302; 303; 319; 335; 357; 369; 377; 382; 387; 395; 402 TRB pp. 36; 64; 106-107; 114-115	Picture file of planets. APS Films: The Sun and How It Affects Us (11 min.) Space Science for Beginners (11 min.) Earth's Movements (11 min.) Books: The Little Prince, Antoine De Saint-Exupery Sunshine Makes the Seasons, Franklyn Branley	Science: Study of Solar System Language Arts: - Read myth about Apollo pulling sun across the sky, and about Persephone and the seasons. - Have students make believe they are on another planet and write a story about what they see. Field Trip: APS Hefferan Planetarium: "Wanderers Among the Stars" Current Events: Collect information about space probes and the space shuttle from newspapers and magazines.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1d. Have students make a chart showing New Mexico in comparison with other time zones. The time-zone map in the telephone directory can be used, as well as an international map to compare New Mexico with other countries. Help students understand the relationship between the earth's rotation and time zones. 1e. Have students keep a daily record of times of sunrise and sunset from newspapers, radio, or TV weather forecasts. What conclusions can be drawn from this data? 1f. Have students collect pictures depicting seasonal changes in New Mexico. At the same time, have them collect pictures and stories of seasonal changes in other parts of the United States for comparison.		APS Films: Uncle Smiley Follows the Seasons (14 min. video cassette) Children in Autumn (11 min.) Children in Spring (11 min.) Children in Summer (11 min.) Children in Winter (11 min.) Various types of charts and graphs: line, bar, circle, etc. Graphs and charts from newspapers, books, etc. depicting a variety of information.	Career Awareness: Have students study careers of astronauts and astronomers. Science: Study the 28-day moon periods (lunar months) from which we derive our calendar month. Math: Story problems involving time, and calendars.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	(Use newspapers, calendars, magazines, New Mexico Magazine, etc.) Ask students to find reasons for similarities and differences. This can be an ongoing activity throughout the year.			Any Subject Area: Have students locate a chart or graph of interest to them. Have students explain specific information from the chart or graph to the class.
2. The earth is a sphere that is divided into hemispheres. The equator divides the earth into the northern and southern hemispheres. The prime meridian divides the earth into the eastern and western hemispheres. The United States is located in the northern and western hemispheres.	2a. "Cutting a Grapefruit" (teacher demonstration). Draw a line denoting the equator on the fruit. Cut in half to show Northern and Southern hemispheres. 2b. Have students make a clay globe to show spherical shape and to demonstrate their understanding of hemispheres. 2c. On a globe, have students identify northern, southern, eastern and western hemispheres.	PE pp. 3-5; 26-28; 80-82 TRB pp. 4, 5, 6	Map of Geographical Terms - CRAM, Co. APS Film: Globe & Our Round Earth (11 min.) CRAM Co. Map and Globe program. Atlas Globe	Current Events: Discuss happenings in world and locate places on map and globe. Math: Discuss fractions $\frac{1}{2}$ - $\frac{1}{4}$ in relation to a sphere.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. The earth has seven continents and four oceans. The United States is located on the continent of North America.	3a. Have students decide through exploration with globe: - Is there more land or more water in the northern hemisphere? southern hemisphere? - Do all the oceans connect to make one body of water? - Do any of the continents fit together like puzzle pieces? 3b. Have students draw a picture of the world without a map or globe as reference. Help students see that the world is round, and to assess what they need to learn. 3c. Help students become familiar with the names of the seven continents and four oceans.	PE pp. 1; 3-5; 26-28 TRB p. 12	APS Film: Learning About Land & Water (9 min.) World puzzle	Optical illusion puzzles which highlight figure-ground perception. (Relate to distinguishing land from water.) Balloon Fiesta: Have students look at newspapers, TV news reports, and fiesta programs and record the number of countries and/or continents represented by visitors and balloonists at the fiesta.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3d. Given an outline map of the world, have students use clay to form shapes of each continent on the map. 3e. Have students work in small groups to use opaque projector to enlarge and draw different continents. Cut out and use for size comparisons, recognition, bulletin board, etc. Superimpose U.S. on North American Continent. 3f. Ask students to work in pairs with a desk map of the world to locate: - countries and oceans that border the U.S. - continents - oceans - Albuquerque, etc.			

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
4. Parallels of latitude measure the number of degrees north or south of the equator. Meridians of longitude measure the number of degrees east or west of the prime meridian. A grid can be used to locate places on a map or globe.	4a. Using a globe, help students locate the equator, Tropic of Cancer, Tropic of Capricorn, Antarctic Circle, Arctic Circle, Date Line. 4b. Help students simulate a grid system in the classroom. Organize chairs or desks into rows and columns. On the board draw pattern of desks in grid. Label rows and columns with letters and numbers. Locate various students' desks by using letters and numbers. 4c. Have students see if they can locate latitude and longitude of capitals of states, states in the U.S., etc. As they work help students use directional terms correctly, i.e. north and south are towards a pole from the equator,	PE pp. 58-59; 80-82 TRB pp. 20-21; 29-31 MB pp. 15-16		Science: Compare satellite pictures of the earth with globe and maps. From what angle are you viewing the earth? Are parallels of latitude and meridians of longitude visible on the earth? Math: Practice locating coordinaters on graph paper. Careful planning can produce a design or picture. Art: Make paper mache globes. Paint on oceans, continents, equator, etc.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	"Up" is away from the center of the earth, "down" is towards the center of the earth. Not "up north" or "down south." 4d. Guessing game - Students find natural features of U.S. (rivers, mountains, lakes, etc.) when another student states longitude and latitude coordinates of that feature. 4e. Relate latitude and longitude to the needs of ships lost at sea. Discuss. 4f. Ask students to find cities of interest along the prime meridian and equator.			

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4g. Using maps and grids in phone books, have students find area where they live, and where places like State Fair Grounds, downtown, zoo, etc. are located. 4h. Using the grid on a map of New Mexico, have students locate cities and points of interest, e.g. Carlsbad Caverns, White Sands National Monument, etc.		Game: "Battleship" (commercial game)	
5. Weather is the condition of air for a short amount of time. Climate is the average weather of a place over a long period of time. Climate affects the way people live.	5a. Display pictures of various climatic conditions. Have students discuss food, shelter, clothing and occupations of people living in each type of climate.	PE pp. 36-37; 40-42; 78-79; 93; 98-99; 136; 156-157; 173; 179; 202-203; 222-223; 241-242; 262; 267; 271; 275-277 TRB pp. 28, 33, 37, 46, 72, 79	Book: Weather Wisdom: A Practical Guide to the Facts and Folklore of Natural Weather, Albert Lee	Art: Students can draw or find pictures to show how needs and wants are met in different climates and cultures of the world (food, clothes, shelter, etc.).

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 9)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	5b. Ask students to keep a weekly record of temperatures for major cities around the U.S. and compare them with local temperatures. Have students consult the newspaper for their date, and use a graph format to record information. Ask how these findings relate to the tilt of the earth's axis and the revolution of the earth. 5c. Ask students to compare weather forecasts in the newspaper and on radio/TV with the actual weather. Ask students to determine a general level of accuracy, and to speculate as to why discrepancies occur. 5d. Discuss with students how certain kinds of weather create different problems and different needs for people.		Guest Speakers: - Meteorologist - balloonist - air traffic controller Intellectual Kit: Postcards from many states and countries. APS Films: Families & Weather: What's the Weather Like? (10 min.) Climate & the World We Live On (14 min.) Climate of North America (17 min.) How Weather Helps Us (11 min.) Science: New Frontiers - Is the Weather Changing? (16 min.) Food, Clothing & Shelter in Three Environments (16 min.)	Science: Set up a weather station. Try predicting weather. See weather books for instructions on making simple inexpensive equipment. Language Arts: - Have students write poem or story about the weather. - Discuss sayings or expressions such as: "Red sky at morning, Sailors take warning, Red Sky at night, Sailors delight;" "Killing a spider brings rain," etc. Where do they come from? What do they mean?

Evaluation:

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Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 10)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	What kinds of rules might be made especially for times of snow, flooding, sub-zero temperatures, electrical storms, etc? Be sure to include Albuquerque's needs - e.g. drainage ditches during the spring run-off, etc., in your discussion.			- Read poems about seasons written by children from different cultures or countries. Discuss. Would these poems be different if they had been written by children living in Albuquerque?
6. The natural environment of the United States consists of varied landforms, vegetation, water sources, and climate. The United States can be divided into geographic regions.	6a. Help students make a picture file showing landforms around them, e.g. Sandia Mountains, the Rio Grande River, etc. Have students list ways they are affected by these forms and/or how they can be used for recreation, jobs, etc. 6b. Have the students look at a relief map of New Mexico. Help them find the mountains. On an outline map of New Mexico that contains mountain ranges, have	PE pp. 26-127; 131-285; 331-408 TRB pp. 13, 14, 19, 22, 23, 27, 32, 34-36, 39-43, 47, 51-54, 57, 58, 60, 62, 63, 65, 66, 70, 73, 77, 80, 83, 84, 87-89, 92, 96	Maps: - Relief map of the United States - A relief map of New Mexico can be obtained from Holman's, Area Media Centers or your school library.	Science: Desert animals and plants

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 11)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	students find the mountains and color them brown. Likewise have them locate cities, an example of a mesa, a river, a forest, desert land, etc. and color appropriately. 6c. After studying relief maps, have students make salt/clay maps to show various landforms. These could depict the topography of the school grounds, the school neighborhood, New Mexico, or an imaginary place. 6d. Have students build Albuquerque panorama (volcanoes, river valley, mesa, mountains). Suggested media: clay, mud, salt dough, and soap suds and glue (mix powdered detergent with white glue and water until of molding consistency). Use spray paint or dry tempera for color.	TRB, Cont.: 108-111, 113, 116-119, 123, 125-127 MB pp. 65-66; 117-120; 123-126	U.S. Action Floor Map, Denoyer-Geppert (Area Media Center) Investigate maps and globe skills materials available at Area Media Centers. Hubbard Landforms Kits (Area Media Centers)	Field Trip: Visit geology museum at the University of New Mexico to study history behind New Mexico's landforms. Music: Using song "This Land Is Your Land," locate places from song on a map. Make up new verses using different place names. Art: Make a booklet to illustrate a song about his country such as "America the Beautiful." Use photographs, drawings, and/or calligraphy.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 12)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	6e. Have students work in small groups to portray regional characteristics of the U.S. in skit form. For example, for the New England Region, use: - Historic events - Songs (Sea Shanties) - Dialects - Careers - Foods and various regional names for food (e.g. milkshake = frappe) - Climate - Recreation 6f. Have students collect pictures and stories depicting cities, weather, famous people, landforms, bodies of water, etc. in each region of the United States. These can be collected all year from newspapers, magazines, calendars, Ideals magazine, etc. Be sure to emphasize categorizing the pictures, etc. by region.		Guest Speaker: Invite parents of students who have moved to Albuquerque from another region of the United States to share information, recipes, slides, etc. Books: Kids' America, Stephen Caney, pp. 150-151 APS Films: U.S. Geography Gulf Coast Region (15 min.) U.S. Geography Middle Atlantic Seaboard (16 min.) U.S. Geography Pacific Northwest (19 min.) U.S. Geography Southwest (14 min.) U.S. Geography Southern New England Region (13 min.)	Math-Cooking: Cook regional foods, e.g. Boston Cream Pie (New England), Waldorf Salad (Mid-Atlantic), Sourdough Bread (Pacific Coast), Pecan Pie (South), French Fries (Northwest), corn or wheat muffins (Plains), Cheese Rarebit (Midwest), etc. Encourage students to speculate why these foods became popular in that area. How do the foods relate to the geography of the region?

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 13)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	6g. Have students use individual desk maps and ask each other questions for locating the following: - main rivers and mountains - lakes - major cities - regions of U.S. 6h. Have students compare the geography of New Mexico with other states, countries, and/or continents.		APS Films: U.S. Geography Central Farming Region (14 min.) U.S. Geography Great Plains (18 min.) U.S. Geography Great Lakes Area (15 min.) U.S. Geography Rocky Mountain Area (16 min.) Earth: Its Structure (11 min.) Map Skills: Using Different Maps (11 min.) Using Maps: Measuring Distance (11 min.) Maps & Their Meaning (11 min.) Our Round Earth: What It's Like (11 min.) Ratio: A Way of Comparing (5 min.) Patio (13 min.)	
7. Physical maps show what the land looks like (elevation, landforms); political maps show man-made features (boundaries, cities). Maps are drawn to scale; that is, a certain measurement on a map always equals a certain earth distance.	7a. Have students examine a physical map of New Mexico, to figure out which sites were practical as settlements in terms of needed facilities for life, food, shelter, and transportation. Help students realize how the geography of New Mexico affected the location of railroads and cities throughout history.	PE pp. 40-44; 70-71; 138-139; 282-283 TRB pp. 15-18; 24-26; 48; 90-91 MB pp. 104, 106		

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 14)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
A map scale can be used to find distance on a map. The directions northwest, northeast, southwest, and southeast can specify location.	7b. After thoroughly familiarizing student with a map legend, give pieces of a map of New Mexico to small groups. Have the students work together to discover what they can about the people and land in the map piece. Teacher can provide questions to guide children in listing information, e.g. - Are there large cities? - Is there any water? - Is there a mountain range? 7c. After familiarizing the student with a legend on a map of New Mexico, have students give an example for each symbol in the legend, e.g. - capital: Santa Fe - fish hatchery: Parkview - Lake: Fenton Lake		Game: "U.S. Bingo" - 4 games in one: states, capitals, abbreviations, neighboring states (check Area Media Centers) Maps: Relief maps of the United States and the continents are available from Holman's or Area Media Centers. Aerial photographs of Albuquerque and/or New Mexico (to compare with maps). New Mexico Maps: From: The Tourism Division, N.M. Commerce and Industry Department, Santa Fe, NM, or from the State Highway Department	Language Arts: Gather postcards from different places in New Mexico. Have students write a careful description of what they see on one postcard. Bulletin Board: Put a map of New Mexico on a bulletin board at the students' eye level. Put the names of cities or postcards depicting cities around outer edge with one end of a string attached to each. Encourage students to match names with map locations using the string.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 15)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	7d. Have students compare and contrast several maps to determine which are physical and which are political. 7e. Using physical and political maps of New Mexico, have students: - identify the scale - locate and identify landforms - find distances and directions between cities - name the state capital, other major cities, and all bordering states. 7f. On a map of the United States, plot the places where the students were born or places where they have lived; vacation spots that they have been to or are going to; or places where friends or relatives live. If possible, have students share pictures from these locations.		Game: "Touring America" (map skills) - at North Area Media Center. American Automobile Association maps Science Research Associates (SRA) - Map and Globe Skills CRAM Co. Maps and Globes Program Globe Physical and Political maps. Slides from students in class who have visited other countries. Visit travel agencies to obtain information and brochures about countries.	Cooking Experience: Help students make a cake and cut it into the shape of New Mexico. Using various edibles (raisins, icing, nuts, cake decorations, etc.) indicate land forms. Math: Pictographs: MacMillian (4), pp. 215, 242, 243, 245 Computer Courseware: - "Unlocking the Map Code" by Rand McNally - "Travels with Za Zoom: The United States" by Focus Media Inc.

Evaluation:

Goal: Students will extend their knowledge about the earth and increase their proficiency in applying the tools of geography.

Grade: Four
Topic: Geography (page 16)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	7g. Ask students to draw a simple map of their bedroom or classroom to scale, such as 1 in. = 1 ft., 1 in. = 5 ft., etc. 7h. Ask students to plan a pretend route on a map of New Mexico or Albuquerque. Have students use the scale to calculate the traveled distance. 7i. Discuss how the direction of the sun affects some of the ways people live; e.g. Navajos build their hogans with their front door facing East (see APS Indian Ed. Guide for information on hogans).		Books: Picture Atlas of Our World, Ross Bennett Geography Skills in a New Mexico Setting, Alice Cleaveland New Mexico in Maps, Jerry Williams and Paul McAllister	Math: - Measure objects in the classroom and draw the objects to scale on graph paper. - Have students mark a route on a map laying a string along the roads they've taken. Have them figure out distance they've traveled using the scale on the legend and the total length of the string. - Have students calculate the cost of a trip using a particular year and make of car, estimated miles per gallon, cost of gasoline, and miles traveled. Use ads or brochures for new cars for pictures and information.

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Tools and technology have made possible a great variety of goods and services.	1a. Have the students make class lists of Manufactured Goods (or industries) and Farm Products of New Mexico. Have students compare their findings with other regions in the United States and with products and industry around the world. 1b. Brainstorm, research, and discuss with students the impact of computers on our lives.	PE pp. 17; 147; 149; 166-167; 189-190; 300; 304-306 TRB p. 97	APS Films: Cities & Commerce: Where We Got Our Goods & Services (8 min.) Yearly Almanacs	Field Trip: Visit a local manufacturing plant. Find out where the materials come from to make their product, and where the product is sold.
2. The choices people make are affected by available resources and the natural environment. It is to our advantage to conserve the resources of nature.	2a. After students have listed local products, ask them to gather or draw pictures of each one. Attach each picture to construction paper and label it. Then help the students make a list of the resources needed to make all of the items.	PE pp. 83-87; 100-102; 107-110; 111-116; 146-160; 165-170; 187-194; 209-214; 229-234; 251-253; 272-273; 379-399 TRB pp. 94, 98, 100, 124		

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Ask each student to list four of five items of food that they used at home the day before. List the foods on the chalkboard, discuss how the foods are transported to the area, and then cross off each food that does not come from the local area. Ask the students to imagine what foods they would choose for breakfast, lunch, and dinner if there was no long distance transportation and they had to rely on foods produced only in their local area. 2c. Have students make a list of the natural resources of New Mexico. How many of the resources used to satisfy basic needs are found in our state? How many are not found in our state and must be obtained from states or regions with a surplus?		Guest Speaker: - Invite a speaker from the Public Service Co. of N.M. to speak on conservation of resources. - Ask forest ranger to discuss conservation strategies in New Mexico - Sierra Club representative APS Films: Forest Ranger (13 min.) Water For All Living Things (10 min.) Why We Conserve Energy (12 min. videocassette) Simple tables and graphs depicting production of natural resources.	Music: Sing songs about nature, outdoors. Look up date of songs. Are songs being written today with these themes? Why? Why not? Language Arts: Have students write, individually or in small groups, a story or poem about a resource and its uses. Students can create a drawing or painting showing something that can be made from the resource, to accompany the writing.

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	What other states or regions are most important for supplying the needs of people in our state?			
	2d. Help students learn how various cultures use natural resources in New Mexico (e.g. dyes, soaps from yucca and other plants; cactus jelly, prickly pear jelly; adobe).		Books: Catch a Sunbeam: A Book of Solar Study and Experiments, Florence Adams Exploring with Solar Energy, Thomas Metos and Gary Bitter Nuclear Energy, Dan Halacy	Science: Study solar heating and cooking devices.
	2e. Have students make a poster telling about an important resource. They should include at least one good reason why this is an important resource. Have students write a paragraph stating why the resource in their poster should be conserved.			

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2f. Have students make a large U.S. map showing all 50 states. On each state, have them show at least one resource, crop, or product that the state contributes to the rest of the United States. 2g. Have students research other countries to see how the choices and lifestyles are affected by available resources.		APS Films: Southeast Asia: Lands & People (14 min.) France: New Horizons (20 min.) Italy: The Land and the People (14 min.) Japan: A Nation of Growing Cities (17 min.) Eskimo Family (17 min.) Southern South America (filmstrip) Thailand, Land of Rice (14 min.) Mexico, The Land & the People (21 min.) Many Faces of Mexico (16 min.) Africa Today (16 min.) Peoples, places, products (kit with filmstrip, posters, discs)	

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2h. Ask students to find out why Santa Fe, Taos, and Cedar Crest sometimes experience serious water shortages. What causes a water shortage? What problems can occur because of a water shortage? How can water be conserved? How is farming possible in our dry New Mexico climate? 2i. Have students investigate New Mexico's national park and wilderness areas. 2j. Have students research a natural resource in another region of the United States, e.g. Niagra Falls. Have students explain why this natural resource is important to the people who live in the nearby area.		Books: City and Suburb: Exploring an Ecosystem, Laurence Pringle It's Your Environment: Things to Think About, Things to Do, Environmental Action Coalition The House of Wings, Betsy Byars Paddle-to-the-Sea, Holling Holling Save the Earth! An Ecology Handbook for Kids, Betty Miles	Science Cont.'d: - Encourage students to build a model dam for water storage. It should show how water can be released according to need. Relate to dams in New Mexico. Language Arts: Have students write a group letter to the National Wildlife Federation, 1412 16th St. NW, Washington, D.C. 20036, for information concerning forest- and water-conservation practices. Use proper forms for a business letter and envelope. Science: Student collections or samples of rocks and minerals.

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Countries depend on each other.	3a. Have students bring in samples of the ingredients of a chocolate cake (e.g. empty milk carton, egg carton, etc.). Have students find out where the items came from. How many ingredients come from New Mexico, other states, other countries? Have students research the ingredients in their favorite cookie or other recipe in the same way. 3b. Have students research the major imports and exports between the United States and other countries. What other countries are most important for supplying the needs of people in the United States?	PE pp. 291-293; 398-399 TRB pp. 93; 95	APS Films: Soviet Union: Life in Moscow (20 min.) Israel: The Land & the People (14 min.) Japan: The Land & the People (11 min.) Eskimos: A Changing Culture (17 min.)	Language Arts: Write skit depicting trade negotiations between the United States and another country. With parent permission, have students set up a swap, trade, or bartering system in the classroom; for example, trade paperback books that have been read for books that haven't been read.

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3c. Ask students to speculate about what life would be like without trans-continental transportation. How would it affect the way in which we live in the United States? How might it affect jobs people have? Help students understand what is meant by an embargo or boycott.			
4. Many goods used daily in the USA come from other countries.	4a. Using library books on other countries have students report on: - Where country is located - Goods from that country - How we use the goods 4b. Ask students to examine their own belongings and list which ones have been produced in another country (e.g. Sony Walkman, radios, toys, etc.).	PE pp. 300, 377	Standard Oil educational materials APS Film: World Trade & U.S. Farm Products (12 min.)	

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4c. Using telephone book ask students to find in the yellow pages the stores in Albuquerque that sell goods from another country (Pier Imports, Honda dealers, Talavera, etc.). Visit some of them. Arrange visit to UNICEF store (Old Town) and/or gift shops at Maxwell Museum (UNM) or Albuquerque Museum. Have clerk point out country of origin for the goods they sell.			Math: Set up a store. Students will take turns manning it. Use play money to carry out transactions that involve buying and giving change back. Make it a multicultural store with objects we use from other countries. Use real objects, or drawings or photographs.
5. Work is socially and economically necessary in all societies and to individuals of all societies.	5. Compare and contrast work in different countries as they are studied.	PE pp. 72; 88; 97; 168-170; 192-193; 280-281; 290-293; 304-306 TE p. 255 TRB p. 97		

Evaluation:

Goal: Students will develop their awareness that choices and lifestyles are affected by available resources, technology, and trade.

Grade: Four
Topic: Economics and Consumerism (page 9)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
6. Man's basic human activities are the production, distribution, exchange and consumption of food, clothing, shelter and other goods and services.	6. Compare and contrast these basic activities in different countries as they are studied.	PE pp. 290-300; 316-317 TRB pp. 93, 94, 98, 102		

Evaluation:

Goal: Students will learn about history by studying change.

Grade: Four
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Human beings can change the way they live and their environment.	1a. Have students choose a well-known person that has made a special contribution to our way of life (e.g. in medicine, technology, etc.). Ask students to research that person's life and present findings to the class. Encourage students to study men and women who represent a variety of ethnic groups, e.g. George Washington Carver, Nathanial Hale, Ben Franklin, Thomas Edison, Alexander Graham Bell, Henry Ford, Granville T. Woods, etc. 1b. Ask students to research a machine. When was it invented? How did it change how people do something? What did they do before it was invented? Did it change the number of people required? Did it change the amount of time required? Encourage students to include	PE pp. 10-11; 14; 333-334; 379; 398-399 TRB pp. 49, 50, 55, 56, 59, 61, 68, 82	APS Films: Man Uses & Changes the Land (11 min.) Big Dig (22 min.) Pygmies: People of the Forest (14 min.)	Science: Study how animals can adapt to changes in environment (e.g. zoo vs. natural habitat). Language Arts: Make a class book "Then & Now" with pictures of tasks being performed long ago and today.

Evaluation:

Goal: Students will learn about history by studying change.

Grade: Four
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	interviews of older people in gathering data, when appropriate.		Magazines: National Geographic (August, 1972) "Pictures of Tasaday."	Math/Vocabulary Development: Help students to understand and use the vocabulary of time: decade, annual, generation, a.m., p.m., presently, shortly, recently.
2. People today can learn about the past in two ways: by studying things left by ancient people and by observing those people whose way of life has changed little.	2a. Have students research groups of people whose way of life has changed little (e.g. Tasaday, Yanomamo, etc.).	PE pp. 360-368; 97 TRB pp. 86, 122	Maxwell Museum trunk exhibits: "Native American Tools," "The Anasazi."	
	2b. Have students study ghost towns in New Mexico. Help students understand the role of mining and the Santa Fe Railway in the development of the towns.		Books: Ghost Towns & Mining Camps of New Mexico, James & Barbara Sherman Haunted Highways: The Ghost Towns of New Mexico, Ralph Looney Mystery of Stonehenge, Franklyn Branley	Field Trips: - Visit ghost town of Madrid. - Petroglyph Park (on the West Mesa, west of Albuquerque)
	2c. Arrange for students to visit the Maxwell Museum (UNM), the Indian Pueblo Cultural Center, Coronado Monument (Bernalillo), or the Albuquerque Museum to see historical exhibits and artifacts.		Suitcase Exhibits: -Maxwell Museum, UNM -APS Cross Cultural Center -East, North, South Area Media Centers	Science: If possible take a field trip to an archeological site. Art: Have students make a drawing or diorama showing dwellings of a particular cultural group studied.

Evaluation:

Goal: Students will learn about history by studying change.

Grade: Four
Topic: History (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2d. Arrange field trip to El Rancho de las Golondrinas, a living museum of Spanish colonial life in New Mexico. Make a trip kit of activities for students to complete during and after the trip. Include some activities about landmarks along the way: - a tic-tac-toe area - a word search - doodle space - questions about La Cienega Have students learn some Spanish terms: numbers, colors, and other vocabulary related to trip to Las Golondrinas. 2e. Help students study the origins of music. Listen to primitive & modern music. Discuss changes and permanent features.		Books: La Cienega Coloring Book, Krumgold El Rancho de las Golondrinas, Louann Jordan & St. George Cooke APS Films: Afro American Music: Its Heritage (15 min.) Discovering Music of Japan (22 min.) Discovering Music of Middle East (21 min.) Discovering Music of India (22 min.) Discovering Electronic Music (23 min.) New Sounds in Music (22 min.) Discovering Music of Africa (22 min.)	Geography: Study location of El Rancho de las Golondrinas on a map. Language Arts: Have students illustrate vocabulary in Spanish in booklet form. Music: Listen to records: Columbia World Library of Folk & Primitive Music African Heritage Dances American Indian Music for the classroom

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People learn from parents and family members about their culture.	1a. Ask students to list the components of a culture (art, music, food, language, technology, beliefs, institutions, social customs, etc.). Have students give examples. 1b. Have students make a "culture box" with items from this country to exchange with a school in another country. Try to limit contents of box to inexpensive or free items such as placemats, sugar packets, etc. from restaurants; information materials from Tourist Bureau; pictures and ads from magazines; postcards, maps, stamps; price lists from newspaper ads; TV guides, school menus, etc. Discuss: since people in the United States represent so many different backgrounds, which items are truly "American"?	PE pp. 97; 352 TE p. 244	Pen Pals: - Weekly Reader Newspaper - Student Letter Exchange, Waseca, Minnesota 56093 - American Junior Red Cross, 17th & D Streets, N.W., Washington, D.C. 20000 - Pen Friends Division, The English-Speaking Union, 16 E. 69th Street, New York, N.Y. 10000 - International Friendship League, 40 Mt. Vernon Street, Boston, Mass. 02100	

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Have students read folktales to extract messages that are passed on in a culture.		Books: Pleasant Journey: 22 Tales from Around the World, Pleasant de Spain Folk Tales from Asia for Children Everywhere, UNESCO Folk Tales of Mexico, Jane Sherrod & Kurt Singer Folk Tales from the Russian, Vera De Blumenthal Folk Tales from India, Vernon Thomas The Rich Man and the Singer: Folk Tales from Ethiopia, Christine Price Navajo Stories of the Long Walk Period, Broderick Johnson Folk Tales of Greece, L.E. Leipold Folk Tales of Germany, L.E. Leipold	Language Arts: - Read and discuss American Indian folktales, e.g. "The Woman and the Wolf" (see APS Indian Ed. Guide) or any other folktale of your choice. - Have students act out a folktale. - Assign students to write an original folktale. - For reading to students: The Jack Tales, by R. Chase or Uncle Bouqui of Haiti, by H. Courlander

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
			Books Cont.'d: Stories of the Spanish Southwest, T.M. Pearce & Catherine D. Espinosa Stories That Must Not Die, Juan Sauvageau The Day It Snowed Tortillas: Tales from Spanish New Mexico, Joe Hayes Hispanic Legends from New Mexico, Stanley Robe Living Legends of the Santa Fe County, Alice Bullock Navajo Stories, E. & M.P. Dolch Pueblo Stories, E. & M. Dolch The Queen Who Couldn't Bake Gingerbread, D. Van Woerkom	Language Arts: Have students collect the folklore of their family(ies), and preserve it in a scrapbook, looseleaf binder, or organized box. Students can look for family stories, songs, words and sayings, games, food, and celebrations. Students might use interviews, a tape recorder and/or a camera to make records of their traditions. Computer: A student's family folklore could also be collected on the computer in PFS:File

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	ld. Explain to students how proverbs tell things that people in groups believe in. Have them ask their families if they know some proverbs and where they learned them. Compare.		Books, cont.'d: It Could Always Be Worse, Margot Zemach The Squire's Bride, Asbjornsen Duffy and the Devil, Harve and Margot Zemach Folktales of Liberia, J. Creel APS Films: Folk Stories from Other Lands (filmstrip) Folk Tales in American Folklore (filmstrip) Nature Box (17 min.)	Language Arts: Ask students to make up their own proverbs.

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1e. What are other things we learn from our parents and other family members? (songs, jokes, games, home remedies, etc.) Have students contribute their home remedies for: hiccups, colds, nose bleeds, etc. Compare. See if students can find out where their parents learned their remedies.		Books: Kids' America, Steven Caney (pp. 61-63) American Indian Medicine, Virgil Vogel (reference) New Mexico Folklore of the Rio Abajo, Tibo Chavez (reference) American Indian Food & Lore, Carolyn Niethammer See APS Indian Ed. Guide for information on American Indian games that have been passed along through many generations.	
2. People depend on each other to make a culture.	2a. Have students brainstorm what cultural elements we learn from others. For example, from others we learn to: - ride a bike	PE pp. 19-21; 140; 149-150		

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- brush teeth to prevent cavities - print our name - tell time - do math - talk (1 or more languages) - walk - read - like certain foods - use spoon, fork, knife - do hobbies - e.g. knit, ski, sew, play baseball, do woodworking, play a musical instrument, etc. - follow educational, religious, and political practices - have vocational skills - drive a car - behave acceptably - carry on family customs - etc. After brainstorming discuss: - Were these learned by copying or by trial and error?		Books: The Little Indian Basket Maker, Ann Nolan Clark Navajo: Herders, Weavers & Silversmiths, Sonia Bleeker First Book of the Aztecs, Barbara Beck Children of Israel, Tamara & Samuel Grand	

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- Were these learned from peers, family, TV, movies, magazines, and/or books? - Would it take more or less time to learn these on your own? Help students see that culture is continued from generation to generation when we learn from the people around us. 2b. Ask students what cultural elements does your family expect you to learn at home? school? church/synagogue? somewhere else? 2c. Have students work in groups of 2 or 3 to speculate and write about: How might you be different if you had had different people around you?			

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. Each culture present in New Mexico contributes to the way of life of all its residents.	3a. Have student find out where their ancestors came from and when they came to New Mexico. Ask students to make a chart showing the different places from which their ancestors came. 3b. Assign students to research the history of the American Cowboy (be sure to acknowledge the role of Blacks in cowboy culture). Compare with Mexican "vaqueros" and "gauchos" from Argentina. Discuss in relation to New Mexico.	PE pp. 16-18; 22-24; 97; 233-234; 287; 417 TRB pp. 9; 78	Books: Southwestern Arts & Crafts Projects, Nancy Krenz & Patricia Byrnes New Mexico Fun Book, A. Chapman New Mexico in Words & Pictures, Dennis Fradin The Good Life: New Mexico Traditions & Food, F.C. de Baca Gilbert Books: Rodeo Road, Herb & Mary Montgomery Pecos Bill & Lightning, Leigh Peck The Black West, Wm. L. Katz	Music: Have students learn some cowboy songs such as: "Poor Lonesome Cowboy," "Home on the Range," "Bury Me Not on the Lone Prairie," "She'll be Comin' Round the Mountain" etc.

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 9)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3d. Have students look up information about the people we are honoring in our community by naming our schools after them: Dennis Chavez Dolores Gonzales John Baker Marie M. Hughes A. Montoya Armijo Onate Lew Wallace Edmund G. Ross Governor Bent 3e. Ask students to focus on a particular person famous in New Mexico and research his/her life. Students can make an illustrated time line depicting the important events in this person's life in chronological order. Or a scrapbook could be made depicting famous New Mexicans (native or resident): early explorers; writers - Tony Hillerman and Rudolfo Anaya;		Books Cont.'d: The Story of Ernie Pyle, Lee Graham Miller Kit Carson: Pathfinder of the West, N. Campion Lew Wallace: Boy Writer, Martha E. Schaaf 101 Men & Women of New Mexico, Betty Woods A Place of Her Own: The Story of Elizabeth Garrett, Ruth K. Hall Maria Martinez, Mary C. Nelson Pablita Velarde, Mary C. Nelson Navajo Biographies, Vols. I & II, Virginia Hoffman, ed. Walk the World's Rim, Betty Baker Don Diego de Vargas, Rosemary Buchanan Riding with Coronado, Robert Meredith & E. Brooks	Language Arts: Design and make picture books on the personalities being studied. Donate to the school library. Art: Have students make a diorama (shoe box scene) showing an important event in the personalities life. Language Arts: Assign students to select a county in New Mexico and write a letter requesting information regarding: - natural resources - prominent people - recreational facilities etc. Send letter to Chamber of Commerce in the county seat.

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page 10)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	potters - Maria Martinez; painters - Pablita Velarde, Georgia O'Keefe, Peter Hurd and R.C. Gorman; astronaut and senator - Harrison Schmidt; cartoonist - Bill Mauldin; New Mexico's "first lady of song" Elizabeth Garrett; women writers Erma Ferguson, Agnes M. Cleaveland, Fabiola C. de Baca Gilbert; etc.		Book: When Clay Sings, Byrd Baylor Maria, the Potter of San Ildefonso, Alice Marriott APS Films & Slides: Stone Carving with Joseph Chavez, (vc) Maria of the Pueblos (13 min.) Hands of Maria (15 min.) Black Artists in New Mexico (slide collection)	Art: Pottery: 1) Do vegetable printing. Select best efforts and cut out in shape of pottery. Mount. 2) Make pottery using Maria Martinez' coil method. (See APS Indian Ed. Guide for instructions.) Drama: Have students dramatize the life of a famous New Mexican.

Evaluation:

Goal: Students will comprehend the importance of interdependence among members of a culture for its creation and survival.

Grade: Four
Topic: Sociology (page II)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3f. Have students list the specific contributions that various cultures have made to New Mexico, e.g. Spanish names of cities, like Santa Fe, foods, architecture, etc. (See history of pueblo dwellings in APS Indian Ed. Guide)		APS Films & Slides: New Mexico (slides) Colonial New Mexico (slides) Santa Fe Architecture (slides) Spanish Colonial Set: Casa San Isidro (filmstrip) Spanish Colonial Set: Architecture of the Spanish Colonial Home (filmstrip) APS Films and Filmstrips: Life Styles in the Land of the Rio Grande (filmstrips) And Now Miguel, parts I and II (63 min.) Indian Boy of the Southwest (15 min.) Navajo Indian (11 min.)	Arts & Crafts: - Help students create a structure using adobe bricks they have made. (See APS Indian Ed. Guide for directions.) - Contact the APS Cross Cultural Center for assistance in making adobes and hornos.
	3g. Help students become familiar with the lifestyles of various cultures in New Mexico: ranching, farming, small northern villages, Native American, urban, etc.			

Evaluation:

Goal: Students will learn that all modern societies have blended the traditional and the modern, rather than replacing one with the other.

Grade: Four
Topic: Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People experience culture in different ways: sometimes people follow traditional ways, other times they follow more contemporary ways.	1a. Discuss meaning of terms "traditional" and "modern." Help students see that "traditional" often refers to old ways of thinking and acting, and "modern" to new ways of doing things. Point out that neither way is bad, only different. 1b. Have students consider ways in which we still follow traditions: - at school - in the community - at home 1c. Invite craftspeople from the community who work in the traditional way to demonstrate a traditional craft or tool. Have them explain why they prefer this way.	PE pp. 97; 262-264	APS Films: Mexican Village Life (14 min.) Africa: Tradition & Change (filmstrip) West Africa: Two Life Styles (18 min.) Norwegian Fisherman Farmer (10 min.) Italy: Progress Amid the Past (20 min.) Hindu Village Boy (10 min.) Navajo: A Study in Cultural Contrast (15 min.) Indian Artists of the Southwest (14 min.) Nativity Wood Carvings (18 min.) Los Santeros (28 min.) Sand Casting: Art Adventures (10 min.) Pueblo Indian Potter (slides) Making Baskets: Art Adventures (11 min.)	Cooking: Prepare traditional New Mexican foods (frijoles, chile, tortillas, etc.) to make a simple meal. Do all New Mexicans eat these foods, or the same recipes? How have some recipes become more contemporary? Have students keep a booklet with these Spanish words, to be added to during the year. Computer: Students can create sandpaintings or pottery designs on the computer using LOGO.

Evaluation:

Goal: Students will learn that all modern societies have blended the traditional and the modern, rather than replacing one with the other.

Grade: Four
Topic: Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	ld. Have students make scrapbook of holidays and fiestas of the various cultures present in New Mexico, e.g. Pueblo, Apache and Navajo dances; Hispanic fiestas; Balloon Fiesta; State Fair; rodeos; Arts and Crafts Fair; etc. (See New Mexico Magazine for list and approximate dates when festivals are held.) Help students find out about the origins of these festivals. Have students collect articles from newspapers, magazines, etc.		Books: First Book of Holidays, Bernice Burnett First Book of Jewish Holidays, Robert Garvey A Picture Book of Passover, David Adler Know Your Festivals and Enjoy Them, Morris Golomb Christmas in Old Santa Fe, Pedro R. Ortega Indian Festivals, Paul Showers APS Cross Cultural Center APS Elementary Indian Ed. Guide Maxwell Museum Suitcase: "Pueblo Media Kit"	Music/P.E.: - Learn Buffalo Dance (Southwestern Arts and Crafts Projects, N. Krenz and P. Byrnes, p. 143) - Have students learn a square dance or an old Hispanic dance from New Mexico (request instructor at Cross Cultural Center). Arts & Crafts: Make luminarias using brown lunch size sacks, sand and votive candles. As a variation of the traditional luminaria, have students color them like stained glass sections and rub lightly with cooking oil. Then fill bottom with sand and put a small candle inside.

Evaluation:

Goal: Students will learn that all modern societies have blended the traditional and the modern, rather than replacing one with the other.

Grade: Four
Topic: Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	le. Have students describe the kind of music their parents like, vs. the music they like. Are they the same? How do their parents feel about rock music? Can traditional and contemporary music co-exist? lf. Ask students to look for changes that have taken place in the school in the past four years. What things have remained the same? What traditions are still being followed? (Parent's Night, Halloween parade, etc.)		APS Films: Holidays (filmstrip) Holiday Festival #3 (filmstrip) Holidays: Histories & Legends (filmstrip) Christmas Customs Near & Far (14 min) La Posada (31 min.) Pow Wow (15 min.) Zozobra (30 min.) Balloons: An Overview (slides)	Field Trips: - Take students to Balloon Fiesta, Indian Village at State Fair, Pueblo dances, etc. (See New Mexico Magazine for Calendar, and for other information about Pueblo dances.) - The Indian Pueblo Cultural Center and the APS Indian Education office can also be contacted regarding seeing Pueblo dancers.

Evaluation:

Goal: Students will learn that all modern societies have blended the traditional and the modern, rather than replacing one with the other.

Grade: Four
Topic: Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. When any culture comes into contact with other cultures, its ways change. The changes are hard for some individuals.	2a. Help students see that "American" food was often born in other countries, for example: -hot dog (Germany), -hamburger, raw (Germany), -pizza (Italy), -ice cream (China-Italy), -spaghetti (China), -pot pies (Great Britain), -shish kebobs (Near & Middle East), -taco (Mexico), -chocolate (Mexico-Central America), -avocado, chili, beans (Mexico). 2b. Point out to students the names of towns in New Mexico that have been transferred from other countries and reflect a multicultural influence. Have them locate these	PE pp. 15; 140; 162; 249	Books: Kid's America, Steven Caney (pp. 157-176) The Sleeping Beauty, retold by Trina Hyman The Sleeping Beauty, Charles Perrault Thorn Rose or the Sleeping Beauty, Errol Le Cain	Language Arts: Compare different versions of the same fairy tale or folk tale to see how the various cultures present the same theme, e.g. Cinderella, Sleeping Beauty, etc. (See APS Elementary Language Arts Guide) Music: Have students sing or write the lyrics they know to a folksong such as "She'll Be Comin' Round the Mountain." Compare versions. Why do some people know different words? Help students see that when stories, songs, etc. are passed along, changes sometimes occur.

Evaluation:

Goal: Students will learn that all modern societies have blended the traditional and the modern, rather than replacing one with the other.

Grade: Four
Topic: Anthropology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	towns within the appropriate county on map. Examples: TUNIS - Luna (North Africa) MADRID - Santa Fe (Spain) MANCHESTER - Lincoln (England) LISBON - Hidalgo (Portugal) LOURDES - San Miguel (France) HOLLAND - Union HANOVER - Grant (Germany) UPHAM - Sierra (England) ENGLAND - Colfax (England) SHAKESPEARE - Hidalgo (England) GENOVA - Union, Harding (Italy) RUSSIA - Otero CLOVIS - Curry (France)			

Evaluation:

Goal: Students will be able to appreciate commonalities and differences of people with different backgrounds.

Grade: Four
Topic: Social Psychology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
1. People all over the world are much alike in feelings and needs, although they differ in appearance, ideas, and ways of living.	1a. Have students read stories on two children in different cultures. Compare and contrast their lives. Find similarities in their wants, needs, and feelings. This could be done in small groups or class discussion. Murals could be made depicting the culture of each child. Charts could be made using overlapping circles to show needs and wants that are similar in the center, and those that are different in the overlapping circles.	PE pp. 331-408 (This idea prevails in all of the textual discussions of families and cultures.)	Books: Big Wave, Pearl Buck Along Sandy Trails, Ann Clark Where the Lilies Bloom, Vera and Bill Cleaver Oma, Peter Hartling Alice Yazzie's Year, Ramona Maher Graciela: A Mexican American Child Tells Her Story, Joe Molnar The Bears' House, Marilyn Sachs The Good Master, Kate Seredy A Gift for Mama, Ester Hautzig Call It Courage, Armstrong Sperry Juan, Mary Stolz All-of-a-Kind Family, Sydney Taylor Children Everywhere - Childcraft - The How & Why Library, Vol. 3	Language Arts: Read poems to students and discuss: - "My People" by Langston Hughes, from Selected Poems by Langston Hughes - "When They Asked" by Arnold Adoff in All the Colors of the Race

Evaluation:

Goal: Students will be able to appreciate commonalities and differences of people with different backgrounds.

Grade: Four
Topic: Social Psychology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	lb. Invite foreign students to come and discuss life styles in their country. Conclude by writing list of elements that were found in common.		UNM International Students' Center The Activities Director at each high school has information regarding backgrounds and availability of the foreign exchange students there.	

Evaluation:

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FIFTH GRADE SOCIAL STUDIES
MAJOR EMPHASIS: U.S. HISTORY

Lisa Martin, age 11
Joe, age 10
Marie Hughes Elementary

GOVERNMENT AND LAW (CITIZENSHIP)

Before the American Revolution the colonies had many differences in laws. Today Americans share a common government and laws.

The Constitution of the United States contains the basic laws and rules of our country.

There are several levels of government within the United States.

The United States is both a democracy and a republic.

Democracy is a way of life as well as a form of government.

Each person has responsibilities as well as rights.

One of the historical purposes of school has been to help students be participating citizens in society when they leave school.

GEOGRAPHY

People came to this country from all continents but one.

The physical features of the United States affected choices regarding where to settle, where cities developed, and which natural resources have been used in what ways.

ECONOMICS AND CONSUMERISM (WANTS, NEEDS, AND CHOICES)

Profit is the money a business has left over after expenses are paid.

Private enterprise is an economic system which allows people to operate businesses as they choose.

In a private enterprise system, government can regulate businesses to protect the public from abuse.

Capitalism is the basis of the United States' economic system.

HISTORY (CHANGE AND CONTINUITY)

Before Europeans came, Indians in North America had developed many different ways of living.

Indian tribes differed in technology, government, and religion.

Learning about events and people from the past and present helps students understand their roles in the world today.

European explorers claimed land in the Americas for their countries, and they contributed to the growth of knowledge about the land.

Beliefs in freedom, democracy, religion, and equality have helped shape American history.

HISTORY, CONT.

A colony was a community started by people who had left their mother country for a new land. Colonists maintained connection with, and kept allegiance to, the mother country.

The Declaration of Independence said that the colonies were independent states, separate from Great Britain.

The United States began when the colonies accepted the constitution, a plan of government for all the states.

The rise of factories, new methods of transportation, and new inventions changed the way people lived and worked.

The frontier was pushed westward, and villages grew into towns and cities.

Many issues, including slavery, contributed to the conflict between the north and the south.

Science and technology change American life.

The United States became a world leader because of its industrial achievements, educational level, and its participation in world affairs.

HISTORY, CONT.

There is usually a cause and an effect to any change.

There are legends, songs, folk heroes, games, arts, crafts and traditions which reflect people throughout the history of the United States.

History shows the successes, failures, coping strategies, and decisions which people have faced throughout hundreds of years.

SOCIOLOGY/ANTHROPOLOGY (FAMILY AND OTHER GROUPS/CULTURE)

People of America remember their backgrounds. The contributions that these backgrounds make to American life make everyone's life richer and more interesting.

In spite of their diversity Americans share many important beliefs and experiences.

MAJOR SKILLS, SEE INTERMEDIATE (3-5)

BEST COPY AVAILABLE

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Before the American Revolution the colonies had many differences in laws. Today Americans share a common government and laws. The Constitution of the United States contains the basic laws and rules of our country.	1a. Ask students to compare differences between laws of the pre and post American Revolution: Why did people feel that the laws were unfair before the American Revolution? What did they do to change laws they didn't like? 1b. Read the Preamble to the Constitution with students. Help students think of everyday phrases which can be substituted for the difficult words in the Preamble. Ask students to identify three reasons the Constitution was written, as stated in the Preamble. Help students to see the Constitution as a written plan of government.	PE pp. 216-231; 236-261; 268-282	APS Films: American Revolution: Postwar Period (11 min.) Political Process (10 min.) Books: Can't You Make Them Behave, King George? Jean Fritz The First Book of the Constitution, Richard Morris Kids' America, Stephen Caney, pp. 366-372 Copy of the U.S. Constitution and the Articles of Confederation	Citizenship Day: September 17 was designated in 1952 by Congress to commemorate the signing of the U.S. Constitution in 1787. Newspaper Watch for news and activities concerning the Bicentennial of the Constitution.

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Have students outline a constitution for the classroom using language and format of the U.S. Constitution. Compare with state or local constitution/laws. When the document is finished, put it into effect and elect officers. This will test whether or not the document is workable. Have students change their document to correct any errors.			
2. There are several levels of government within the United States.	2a. Have students work in groups to make charts, diagrams, visual aids, skits, and documentary type video tapes on: - federal/state government responsibilities - power of the three branches of the federal government - procedures of how a bill becomes a law	PE pp. 274-275; 302-304 TRB pp. 75, 78, 83, 84	Books: Save the Mustangs: How a Federal Law Is Passed, Ann Weiss We Are the Government, Mary Elting	Career Education: Have students find how many members of the cabinet the President has today, what their jobs are, and who holds these jobs.

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- the system of checks and balances Have groups report to the rest of the class on their research projects. Encourage them to use a variety of reporting techniques such as simulations, role plays, interviews, etc. Help students understand that the concept of distribution of power is a very basic and important principle of our legal system. 2b. Have students collect newspaper articles relating to government activities. Ask students to classify the articles according to local, state, and national government. 2c. Have students explore government agencies through registries, telephone books, and reference books.			

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Have students locate familiar government agencies and ones not so familiar—such as Weights and Measures Office.			
3. The United States is both a democracy and a republic. Democracy is a way of life as well as a form of government. One of the historical purposes of school has been to help students be participating citizens in society when they leave school.	3a. Have students participate in a special type of representative democracy. Pretend your class can choose a school lunch menu for one day. Pretend only one nutritional main dish can be served. Divide students into four or five groups. Each member of the group may suggest one food they want to have for lunch. After discussion the group will decide on one main dish. Then, each group selects one representative to go to the "Representatives Council." The "Representatives Council" should sit in the middle or the front of the room so that the discussion can be heard by the class.	PE pp. 269 276; 298-299; 346; 391-394; 402		

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Each representative will suggest the dish chosen by that representative's group. The council will discuss the menu. The council must then decide how to reach an agreement that would be fair and in the best interest of each group. After a decision has been reached, discuss with students the feelings and responsibilities of representatives and of the people being represented.			
	3b. Have students find out how many representatives their state sends to Washington, D.C. Let them find out the name of the representative from their district. They should also find out the names of the two senators from their state.		Teacher-made picture file.	Field Trip: Go to Santa Fe to visit legislative session. Language Arts: Write letters to senators and representatives on some issue of interest to the class.

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Ask students to clip pictures and articles from newspapers or magazines about their federal officials. Arrange the pictures on a bulletin board as a display about their lawmakers. 3c. Have students roleplay: - campaigning for a particular office - going to vote			
4. Each person has responsibilities as well as rights.	4a. Name two popular movies or television programs. Ask the students to vote for their favorite. When the results are tallied, discuss how difficult it is to obtain the agreement of three-fourths of the class - the vote necessary to amend the Constitution. 4b. Let the student develop a "Bill of Rights for Students." Have students consider, to what extent can they have freedom of speech, press, etc. at school?	PE pp. 277-279; 281-282; 422-424; 447-449; 480-482; 484 TE p. 243 (Reinf. 2) TRB p. 77	Copy of Bill of Rights Living Together Under the Law: An Elementary Education Law Guide, available from: The N.Y. State Bar Assoc., 1 Elk St., Albany, N.Y. 12207 (around $4.00) Books: A "Bill of Rights" for Children, Henry Foster The Constitutional Amendments, W. Katz and B. Gaughran	Career Awareness: Discuss with students how the Bill of Rights affects news reporters, police, religious leaders in their jobs. Art: Have students make a collage or mural depicting basic freedoms of speech, press, and religion.

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4c. Invite a local store owner or a security guard from a store or shopping center to talk with students about shoplifting. Encourage the guest speaker to discuss the feelings of others as well as punishment, to deter students from petty theft. As a follow-up, allow students the opportunity to role-play situations involving shoplifting and peer pressure. 4d. Invite persons who live in the immediate vicinity of the school to the classroom, so they can be known personally. Have them talk about their feelings about student misbehavior to/from school. Encourage them to talk about the fact that they understand that children like to play, but they have preferences regarding the treatment of their		APS Films: Why We Take Care of Property: Planet of the Ticklebops (video tape; 7 min.) Trick or Treat (15 min.) Paper Drive (15 min.)	

Evaluation:

Goal: Students will understand the basic premises of a democratic society.

Grade: Five
Topic: Government and Law (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	property. Help students outline their rights and responsibilities regarding the neighborhood of the school. 4e. Ask students to interview an elderly relative or neighbor and ask what his/her life was like when young. What responsibilities were assigned? How did the next generation's responsibilities differ from his/her own? Try to include different cultural backgrounds of interviewees.			

Evaluation:

Goal: Students will observe relationships between people and the physical phenomena of the earth.

Grade: Five
Topic: Geography (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People came to this country from all continents but one.	1a. As students study the early explorers of the United States, help them keep track of the continents the explorers came from and the routes travelled. If possible, place pictures of the explorers on their native continents, and either draw the routes or use string to mark the travelled routes on a large map. 1b. Have students find out the continent their ancestors came from. Let each student put a mark on the appropriate continent on a large outline map of the world drawn on butcher paper. Connect each student's place of origin with Albuquerque, using lengths of yarn.	PE pp. 17-21; 90-96; 98-105; 110-114; 116-119; 128-134; 141-143; 179-180; 401-405; 439		Science: Study ocean currents and hypothesize how the currents helped explorers come to the New World. Music: Use Silver Burdett Music, (5) to sing songs from other continents.

Evaluation:

Goal: Students will observe relationships between people and the physical phenomena of the earth.

Grade: Five
Topic: Geography (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Ask students if any of them have ever visited a cultural center in the United States, e.g. a Chinatown, New Orleans, etc., where people preserve some of the traditions of their native country.			
2. The physical features of the United States affected choices regarding where to settle, where cities developed, and which natural resources have been used in what ways.	2a. Have students consider the influences of geography throughout their study of the settlement of the United States.	PE pp. 128-143; 153-169; 172-181; 188-196; 201-203; 285-291; 306-325 TRB pp. 44; 60-61		

Evaluation:

Goal: Students will develop their understanding of the American economic system.

Grade: Five
Topic: Economics and Consumerism (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
1. Profit is the money a business has left over after expenses are paid.	1a. Have students sell (or pretend to sell) items such as candy, seeds, cookies, popcorn, cards, etc. Have them determine profit as shown by differences in expenditures and income. 1b. Have students keep a chart over a period of time on the advertised price of an item, e.g. computers, beef, gasoline, tomatoes, oranges, video games, etc. After sufficient data is collected, ask students to speculate and discuss what factors, (e.g. supply and demand) affect the cost.	PE pp. 408-412	Books: Buying, Selling, and Saving: Activities and Games for Elementary Economics, Prentice Hall Learning Systems, Inc. How to Turn Lemons Into Money: A Child's Guide to Economics, Louise Armstrong A Kid's Guide to the Economy, Manfred Riedel One Hundred Pounds of Popcorn, Hazel Krantz Homer Price, Robert McCloskey	Language Arts: - Write a future newspaper. Predict the prices for 20 years from now and write ads and feature stories about an item that the students will probably purchase.

Evaluation:

Goal: Students will develop their understanding of the American economic system.

Grade: Five
Topic: Economics and Consumerism (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
2. Private enterprise is an economic system which allows people to operate businesses as they choose. In a private enterprise system, government can regulate businesses to protect the public from abuse. Capitalism is the basis of the United States' economic system.	2a. Help students set up a small mock business and develop it as near to real life as possible. Include: 1. employer 2. employees 3. product or service rendered 4. cost of service or product 5. profit margin 6. regulation 7. benefits to employees 2b. Have students research, compare and contrast a small business with a large chain business (e.g. compare advertising and marketing capabilities of a small fast-food restaurant with a large hamburger chain). 2c. Discuss: How did the economics of people coming to the New World contribute to the U.S.	PE pp. 408-412; 478-479 TRB pp. 109; 128	Books Cont.'d: The Toothpaste Millionaire, Jean Merrill Henry Reed, Inc, Keith Robertson How to Grow a Hundred Dollars, Elizabeth James & Carol Barkin Kids' America, Stephen Caney, pp. 386-401 A Business of Your Own, George Taevs	

Evaluation:

Goal: Students will develop their understanding of the American economic system.

Grade: Five
Topic: Economics and Consumerism (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	economic system? What might have attracted people? 2d. Have students research and report on government agencies that regulate business: 1. FDA - Food and Drug Administration. 2. FTC - Federal Trade Commission. 3. Nuclear Regulatory Agency, etc. 2e. Class discussion: What would happen if...one of these federal agencies did not exist? 2f. Divide the class into four groups. Provide each group with a box containing paper, felt-tip pens, glue, tissue paper, and scissors. Randomly assign two groups to simulate a collective ownership situation and two groups to simulate a private ownership situation.		Investigate the Mini-Society program: Pilot schools were Duranes, Alvarado, Ranchos and Griegos. Books: Beyond Simulation: The Mini-Society Approach to Instruction in Economics and Other Social Sciences, Marilyn Kourilsky Investigate the Young Consumer program of the Law-Related Education Project, N.M. State Bar: Pilot schools were Edmund G. Ross, Sandia Base, and Sierra Vista	Newspaper: Obtain Newspaper Activities for Young Consumers (Price $2.00) Write: Tess Greenup, Albuquerque Journal/Tribune, P.O. Drawer J-T, Albuquerque, NM 87103

Evaluation:

Goal: Students will develop their understanding of the American economic system.

Grade: Five
Topic: Economics and Consumerism (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	The materials in each of the collective ownership groups will be owned by all the members of the group, and they must decide by consensus how they will use the materials in the box to produce a product. Each child in the private ownership groups will select a material to own, and must work out individual arrangements as to how their resource will be used in the production of a group product. After the products are complete, have each group describe how the production period progressed. Help students compare and contrast the advantages and disadvantages of private vs. collective economic systems.			

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. Before Europeans came, Indians in North America had developed many different ways of living. Indian tribes differed in technology, government, and religion. Learning about events and people from the past and present helps students understand their roles in the world today.	1a. Ask students to draw or write their impressions of Indians. Have students share their impressions with others. Then ask: How do they feel about what they have just heard? How did these impressions arise? Are they accurate? 1b. Have students make a chart comparing Eastern Woodland Indians, Plains Indians, Indians of the Southwest, Pacific Coast Indians, Indians of the Northwest, and the Eskimos. Ask students to include ways of obtaining food, clothing, shelter; the time spent in one place; and the ways in which work was divided between men and women. Discuss completed chart: In which way were these cultures alike? different? What factors help explain the similarities and differences? What role did the environment play?	PE pp. 17-31; 36-61; 65; 86-88; 90-96 TRB pp. 7, 8, 10-20	Books: Indians: The First Americans, Kathryn Ernst The Legend of Scarface, Robert San Souci Star Boy, Paul Goble To Spoil the Sun, Joyce Rockwood American Indian Food and Lore, Carolyn Niethammer The Sacred Path: Spells Prayers & Power Songs of the American Indians, John Bierhorst The Fire Bringer, Margaret Hodges And It Is Still That Way: Legends Told by Arizona Indian Children, Byrd Baylor The Sound of Flutes and other Indian Legends, Richard Erdoes Buffalo Woman, Paul Goble	Language Arts: - Encourage students to use storytelling techniques to retell Indian legends to the whole class. - Read to the class, ANPAO: An American Indian Odyssey, Jamake Highwater Arts: Have students make a collage or poster representing their own cultural background. Have students discuss ways in which their lifestyles are alike and different. Museum exhibits of artifacts from the Aztec, Inca, and Maya civilizations.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Have interested students find out more about one of the early tribes and report their findings to the class. They should also find the tribe's location today and learn about its present way of life.		Guest Speakers: - Joe Hayes, storyteller - Leroy Condie, storyteller - representative from Boy Scouts or Girl Scouts to speak on Indian lore. APS Indian Education Guide APS Films: Indians of Early America (20 min.) Woodland Indians of Early America (11 min.) Arrow to the Sun (12 min.)	
2. European explorers claimed land in the Americas for their countries, and they contributed to the growth of knowledge about the land.	2a. Have students read several books about Columbus and the discovery of America. Discuss the different descriptions of the discovery of America.	PE pp. 67-127 TRB pp. 21-38	Books: Viking Bold: Their Voyages & Adventures, Samuel Carter Columbus, Ingri and Edgar d'Aulaire The Columbus Story, Alice Dalgeish Who Found America? Johanna Johnston	Commemorative Days: - Columbus Day, Oct. 12 - Leif Ericson Day, Oct. 9

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Help students understand that any account is an interpretation of history, and that what they read in historical books is only one person's view of what happened rather than an unquestionable set of facts. 2b. Have each student select an explorer to learn about. Using an encyclopedia, have students list: - the year he was born - where he was born - three things he did when he was young - where he explored - the transportation he used in explorations - reasons for making the trip - three outcomes of his explorations		Books Cont.'d: Following Columbus: The Voyage of the Nina II, Robert Marx The Discoveries of Esteban the Black, Elizabeth Shepherd Beorn the Proud, Madeleine Polland French Explorers in America, Walter Buehr Anno's USA, Mitsumasa Anno Estebanico, Helen Parish No Golden Cities, Thelma Nason	Language Arts: - Write and share stories, skits, or plays about explorers. - Ask students to imagine that they were one of the explorers and to keep a journal describing their hardships, fears, and hopes for success. Have them gather materials from several sources for their journals. Art: Use cardboard or puppet representations to depict the explorers. Display as a Hall of Fame.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Guide students to organize their information into an outline. Then, ask them to write a report from the outline. Have students add a picture of the transportation used and a map showing the explorer's route. 2c. Have students make a time line and chronologically show when and from where each explorer came. How many years passed between the founding of early European settlements and the founding of Jamestown? 2d. Ask students to find evidence to support or refute this hypothesis: The Indians welcomed Europeans to the New World.		APS Films: Spanish Explorers (14 min.) You Are There: Columbus and Isabella (22 min.) English and Dutch Explorers (11 min.) French Exploration in the New World (11 min.)	Science: Relate explorations by astronauts to those of the early explorers. What hardships could each face? How are their explorations similar? different? Create a learning center about explorers. Math: Help students learn how to figure the number of years between two given dates.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
3. A colony was a community started by people who had left their mother country for a new land. Colonists maintained connection with, and kept allegiance to, the mother country. Beliefs in freedom, democracy, religion, and equality have helped shape American history. There are legends, songs, folk heroes, games, arts, crafts and traditions which reflect people throughout the history of the United States.	3a. To illustrate the idea of a compact, make a compact with your students for one class period. Write out the agreement and post it for all to see. 3b. Have students list all the facts they know about the first Thanksgiving. Then have them research many sources to see how the occasion is reported. Discuss likenesses and differences. Encourage students to look at the qualifications of the author, and the resources which were used. After the students have read from many sources, ask them to decide which one they believe, and then write their own account of the first Thanksgiving.	PE pp. 128-213 TRB pp. 39-43; 45-59; 62	Books: Colonial Americans series, (several titles), Leonard Fisher Home and Child Life in Colonial Days, Alice Earle Jamestown: The Beginning, Elizabeth Campbell Who's That Stepping on Plymouth Rock? Jean Fritz Slumps, Grunts, and Snickerdoodles: What Colonial America Ate and Why, Lila Perl Skippack School, Marguerite de Angeli Kids' America, Stephen Caney (pp. 238-289) The Negro in Colonial New England, Lorenzo Greene (teacher reference) The Foxfire Book, Eliot Wigginton (6 volumes available) Eyewitness: The Negro in American History, William Katz (teacher reference)	Physical Education: Have students research colonial children's games. Some students might enjoy teaching these games to younger students in the school. A Colonial Games Day, where students dress as colonists, might be held. Art: - Make dolls, candles, soap, samplers, quilt patterns, etc. - Put crayon x's in squares of ¼ - inch graph paper to make a mock sampler. Language Arts: Assign students to write an essay giving their own perspectives as to how beliefs in freedom, democracy, religion, and equality affect them now and with respect to the future of this country.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 6)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	3c. Have students work in small groups, with each group researching a different colony. Encourage students to find out: natural resources available, form of government, religion, ways of making a living, industries which grew up there, etc. Collected information can be shared in the form of a play, book, newspaper, chart, etc. Discuss and contrast the various colonies.		Kit: An American Journey (Task Cards; good for learning centers.) Wise Owl Publication, 1975. APS Films: Colonial Children (11 min.) Colonial Printer (25 min.) Colonial Shipbuilding (11 min.) Williamsburg (36 min.) Plymouth Colony (16 min.) William Penn and the Quakers (11 min.) Captain John Smith (20 min.) Jamestown (22 min.) Early Settlers of New England (11 min.)	Learning Center: Ask students to gather pictures, books, artifacts, postcards, travel brochures, etc. of the colonial period. Set up materials for students to study at their convenience. Language Arts: Read aloud The Witch of Blackbird Pond, Elizabeth Speare Study Skills: Have students do research on the lives of lesser known people for whom freedom had a special meaning, e.g. John Peter Zenger + freedom of the press in the 1730's; Dred Scott, a slave in the 1850's; Rosa Parks and school segregation in the 1950's.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 7)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
4. The Declaration of Independence said that the colonies were independent states, separate from Great Britain. The United States began when the colonies accepted the constitution, a plan of government for all the states. There is usually a cause and an effect to any change. History shows the successes, failures, coping strategies, and decisions which people have faced throughout hundreds of years.	4a. Have students develop time lines showing major steps leading to the War for Independence. The lines should begin with 1750 and end with 1776. Ask: During which years did most of the events take place? In which period were there no colonial protests? Why? During which years was there the greatest amount of violence? 4b. Have students make maps showing the important locations of the events on the time lines. Help students see time and the movement of people as important concepts. 4c. Help students see the cause-and-effect relationships behind: -the Europeans settling in North America -colonial problems which eventually led to war.	PE pp. 215-283 TRB pp. 63-74; 76	Books: And Then What Happened, Paul Revere? Jean Fritz Johnny Tremain, Esther Forbes Why Don't You Get A Horse, Sam Adams? Jean Fritz Secret Soldier: The Story of Deborah Sampson, Ann McGovern The American Flag, Thomas Parrish George Washington's World, Genevieve Foster Lexington and Concord 1775: What Really Happened, Jean Colby What's the Big Idea, Ben Franklin? Jean Fritz My Brother Sam is Dead, James and Christopher Collier Phoebe and the General, Judith Griffin	Commemorative Days: - Bill of Rights Day, Dec. 15 - Citizenship Day, Sept. 17 - Independence Day, July 4 - Flag Day, June 14 - George Washington's Birthday, Feb. 22 Concept Building: To help students understand the concept of a revolution, have them read about the pueblo revolt: Dance With Me Gods, Paula Paul Zia, Scott O'Dell Music: Sing song, "Yankee Doodle." Discuss verses. See Silver Burdett Music (3), p. 130.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 8)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4d. Develop students' understanding of the concept of independence by having them explain how each of the following names or phrases is related to the concept: Paul Revere, Minutemen, July 4, 1776, Sons of Liberty, Thomas Jefferson, George Washington. 4e. Have students list the major battles of the War for Independence and describe their effects on the victory. 4f. Divide the class into small groups, each of which is to write and deliver a short skit about one of the events leading to the War for Independence. Students should be as accurate as possible in portraying people and events. Skits should be presented in sequential order.		Books Cont.'d: The Story of the Declaration of Independence, Norman Richards Jocko: A Legend of the American Revolution, Earl Koger The Valley of the Shadow, Janet Hickman APS Films: American Revolution: The Background (11 min.) American Revolution: War Years (11 min.) Declaration of Independence (20 min.) Valley Forge (14 min.) Battle of Bunker Hill (6 min.) Yorktown (14 min.) Famous Patriots of American Revolution (filmstrip) Ben Franklin, Statesman (videocassette, 45 min.)	Language Arts: - Write a newspaper editorial protesting the Stamp and Tax act. - Write a letter about the first shots at Concord and Lexington as if written by the Committees of Correspondence. - Write a letter that George Washington might have written to Congress telling them what his army needed at Valley Forge. - Read "Paul Revere's Ride" by Longfellow, as a choral reading. - Examine famous quotations from this time period. What did each mean? Do any of the sayings still apply today?

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 9)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	When they finish, the class should discuss the attitudes and events portrayed to develop an understanding of the mood of the times. 4g. Help students become familiar with the legends of this time period: Betsy Ross, George Washington and the cherry tree, Paul Revere's ride. 4h. To develop the concept of compromise, have students find examples of compromises effected during the early years of the nation. Ask students to make charts showing the issues, opposing positions toward it, and eventual compromises.		APS Films Cont.'d: America: Making a Revolution (52 min.) America: Inventing a Nation (52 min.) Magazine: Cobblestone Cobblestone Publishing, Inc., 20 Grove St., Peterborough, NH 03458	

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 10)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	4i. Have students debate the advantages and disadvantages of a strong central government. Use questions such as: What were the positions of Jefferson and Hamilton? How did they differ? Is minimal government effective? in what situations? When is having a strong government important? What "government" functions can also be done just as well by private citizens? What would life be like with no government at all? Have students take the sides of Thomas Jefferson and Alexander Hamilton and present evidence to support their views.			Art: Make filmstrips or mural showing the drama of the making of our government. Include specific parts these people played: Hamilton, Jefferson, Madison, Franklin, Washington, Hancock.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 11)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
5. The frontier was pushed westward, and villages grew into towns and cities.	5a. Have students read American tall tales about: Davy Crockett, Johnny Appleseed, Daniel Boone, Paul Bunyan, Pecos Bill, Casey Jones. Help students see that these folk heroes were created by people who needed idols and symbols of strength as they built a new country. Have students: - draw a picture of their favorite hero to place on a large U.S. map where he lived. - create a diorama of their hero's wildest adventure. - write a new adventure for their hero - create a tall tale about a famous woman (e.g. Annie Oakley, Pocohantas, etc.)	PE pp. 284-301; 317-337 TRB pp. 79-82; 87-90	Books: A Gathering of Days: A New England Girl's Journal, 1830-32, Joan Blos Hunter's Stew and Hangtown Fry: What Pioneer America Ate and Why, Lila Perl Diary of an Early American Boy: Noah Blake - 1805, Eric Sloane Sweet Betsy From Pike, Glen Rounds Little House books, Laura Wilder Caddie Woodlawn, Carol Brink Whoppers: Tall Tales and Other Lies Collected from America Folklore, Alvin Schwartz Casey Jones: The Story of a Brave Engineer, Glen Rounds The Strawberry Roan, Glen Rounds	Music: American Folk Songs: "Davy Crockett" "Clementine" "The Star-Spangled Banner" "Buffalo Gals" "Amazing Grace" "Cotton-Eyed Joe" "Down in the Valley" "Lonesome Valley" "On Top of Old Smokey" "She'll Be Comin' Round the Mountain" "Streets of Laredo" "Tom Dooley" (see Silver Burdett Music 5) Language Arts: Have students write a newspaper from a pioneer town (e.g. Plum Creek, Minnesota in the Little House books) depicting events weather, social life, etc.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 12)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	5b. Discuss with students the significance of the Louisiana Purchase and the War of 1812 for the growing United States. Help students see how land purchases gave more opportunity for westward movement, and how the War of 1812 increased Americans' feelings of nationalism.		Books Cont.'d: Pecos Bill and the Mustang, Harold Felton The Little House Cookbook, Barbara Walker Adventures of Lewis and Clark, Ormonde De Kay The Cabin Faced West, Jean Fritz Children of the Wild West, Russell Freedman Do Not Annoy the Indians, Betty Baker	Cooking/Math: Prepare and eat pioneer foods — homemade butter, ice cream, etc. Commemorative Day: Johnny Appleseed Day, September 26
	5c. Have students make charts showing when territories were acquired by the United States, from whom and how they were gotten. From which country was the largest amount of territory gotten? Which lands were taken in war? When was the last territory acquired?			Language Arts: - Write a 5-day log of a family's movement West. Include pictures. Encourage students to keep the natural environment in mind (rivers followed, etc.).

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 13)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Students might also keep maps showing when each state entered the Union. Or, they could keep track of changes in the American Flag. 5d. Have students compare the pioneers' journey with that of a present-day family travelling west. Compare the length of trip by covered wagon, airplane, automobile, etc. 5e. Ask students to research reasons why people went west, e.g. Gold Rush, religion, mountain men, trapping and railroad. Students can assume role of one of these groups of people and tell of their experiences and journey.		APS Films & Filmstrips: Santa Fe and the Trail (20 min.) Pioneer Boy of the Midwest (14 min.) America: Gone West (52 min.) American West: Myth and Reality (2 filmstrips) Lewis and Clark Adventure (filmstrip) Pathfinders Westward (6 filmstrips) Gold Rush and the 49'ers (20 min.) Journals of Lewis and Clark (27 min.) Westward Movement (5 films) Oregon Trail (25 min.)	Bulletin Board: Have students prepare a bulletin board display about the West using pictures gotten from libraries, museums, or trips in the area. Then ask students to describe the impressions of the west these photos give. Art: - Have students make a mural showing routes to the west. The mural could show the geographic barriers travelers faced and the means of transportation used in moving west. Computer: MECC Vol. 6: "Oregon"

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 14)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
6. The rise of factories, new methods of transportation, and new inventions changed the way people lived and worked.	6a. Have students research early inventions and make models or pictures of them, e.g. spinning wheel, cotton gin, reaper, etc. Ask students to form hypotheses about the ways in which the new technology changed the ways in which people lived. 6b. Have students construct a time line showing technological change between the War of Independence and the 1830's. Compare with a time line showing political events of the same period.	PE pp. 306-316 TRB pp. 85, 86	APS Films: Inventions in America's Growth, Part I (20 min.) Books: Ben and Me, Robert Lawson The Erie Canal, Peter Spier The Story of Eli Whitney, Jean Latham	Music: "The Erie Canal" "John Henry" Commemorative Day: - Labor Day, Sept. Art: - Weaving on a loom. - Draw "then" and "now" booklets showing tools, transportation, preservation of food, industry. Students might choose to draw a handplow, covered wagon, plow, etc. Language Arts: Read legend, John Henry, Ezra Keats. Discuss why a man who wanted to beat the machine became a hero for people.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 15)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
7. Many issues, including slavery, contributed to the conflict between the north and the south.	7a. Have students make a chart listing the issues which divided the North from the South, the stands the North and the South took toward them, and the ways in which they settled the issues. 7b. Have students find phrases in their texts which explain the results of the Civil War. Which of these results might have been avoided? How? Which results stemmed from the actual fighting? from opposing views of slavery and black people? 7c. Encourage students to find out about the women who played crucial parts in the Civil War, as well as the men. Have each student gather pictures and books about one of the people who played an important part in this period of American history.	PE pp. 339-387 TRB pp. 91-104	Books: Perilous Road, William Steele To Be a Slave, Julius Lester Me and Willie and Pa, F. Monjo Stonewall, Jean Fritz All Times, All Peoples: A World History of Slavery, Milton Meltzer The Slave Dancer, Paula Fox How to Turn War Into Peace: A Child's Guide to Conflict Resolution, Louise Armstrong Harriet Tubman: Guide to Freedom, Sam Epstein Story of the Gettysburg Address, Kenneth Richards	Music: "Pay Me My Money Down" "When the Saints Go Marching In" "Swing Low, Sweet Chariot" Records at the Cross-Cultural Center: Songs the Black People Sang The Essential Paul Robeson American Negro Folk and Work Songs & Rhythms Conflict Resolution: After a group discussion of conflicts between the North and the South, have students review different ways that conflict can be resolved (compromise, fighting, mediation, consensus, convincing, etc.).

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 16)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Have them use this data to tell the rest of the class about this person and his/her contributions to American Society. Students might choose to dramatize an event in this person's life. 7d. Help students become aware of the particular influence Abraham Lincoln has had on our society. Look at places and place names that honor him today, money, sayings, stories, etc. Point out that Lincoln's concept of "a government of the people, by the people, for the people" is one of the most central ideas of American democracy.		Books Cont.'d: Harriet and the Promised Land, Jacob Lawrence Across Five Aprils, Irene Hunt APS Films & Filmstrips: Civil War: Its Background and Causes (16 min.) Civil War Reconstruction (filmstrip; 6 min.)	Language Arts: Read aloud to students Amos Fortune: Free Man, Elizabeth Yates. Commemorative Day: - Lincoln's Birthday, February 12 Art: Find and display Civil War pictures by Matthew Brady. Concept Building: Help students understand the meaning of "Civil War." Students might find out about civil wars in other nations, both current and in the past.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 17)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
8. Science and technology change American life.	8a. Have students make a time line for the years 1860 to 1980. Divide it into ten year segments and make it large enough to be seen everywhere in the classroom. As students study these years, they should fill in the line. They might do this with pictures as well as with written descriptions. 8b. Ask students to pick an invention introduced in the 19th century, e.g. safety match, typewriter, vacuum cleaner, lightbulb, automobile, telephone, motor-powered plane, motion-picture projector, phonograph, sewing machine, cash register, linotype press, electric elevator, etc. Have them find out when it was invented and by whom.	PE pp. 389-407; 413-433; 445-446 TRB pp. 105-108; 110-116	Books: Along Came the Model T! How Henry Ford Put the World on Wheels, Robert Quackenbush The Pony Express, Samuel Adams Tin Lizzie, Peter Spier APS Films & Slides: Power and Wheels: The Automobile in American Life (17 min.) Andrew Carnegie (18 min.) Pony Express in America's Growth (11 min.) Inventions in America's Growth, part 2 (20 min.) Ticket to Toltec (slides)	Music: "Five Hundred Miles" "Down By the Station" "Get On Board" "I Been Workin' on the Railroad" "This Train" Display Table: Have students contribute to a display of inventions we now take for granted: paper clip, ball-point pen, whistle, bottle cap, candle, toy balloon, photograph, tin can, screw, paper bag, cellophane tape, staple, etc. Career Education: Pick any invention (e.g. telephone). Ask students to think of jobs that eventually came about as the result of the invention.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 18)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	Then they should write about the invention's impact on life in the United States, and how the invention is useful to them personally. 8c. Have students compare the making of an item such as envelopes, greeting cards, or cookies by one student or by an assembly line method. 8d. Discuss with students the impact of steel and oil industries on the changing America, as well as on life styles today. Ask students to begin a chart on which they paste pictures of items they now use which would not be available without oil and steel, e.g. skyscrapers, automobiles, bridges, airplanes, plastics, synthetics, etc.		PHOTOGRAPHS: Documentary Photo Aids, U.S. from 1850-1915 (at the Cross Cultural Center).	Science/Art: Invent a new machine. Draw or make a model of it and tell what it does. Music: "Home on the Range" Art: Have students make montages showing life on the frontier. Students could do their montages from the point of view of Indians, cowboys, or farmers. Language Arts: Have students pretend they are cowboys and make up a campfire story about the Long Drive.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 19)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	8e. Discuss with students the changes which occurred on the last frontier due to rising technology. Familiarize students with key terms and events and their significance: - the Homestead Act - the Long Drive - mining prospectors 8f. Discuss with students: What were reservations? What were the Indians promised when they were given this land? Why did the reservations fail to work as they were planned? Why did the Indians attack the railroad? Have interested students prepare time lines showing critical events in the lives of Indians in the United States. The lines might encompass the last 200 years of American history. Some students may want to extend their lines all the way to colonial times.		Books: Indian Picture Writing, Robert Hofsinde Sioux Indians: Hunters and Warriors of the Plains, Sonia Bleeker APS Films: Indian Boy in Today's World (14 min.) Indian Family of Long Ago (14 min.) Shelley Whitebird's First Powwow (8 min.) Discovering American Indian Music (24 min.)	Career Education: Have students trace how we get our meat from ranch to butcher today. Collections: - barbed wire - cattle brands Language Arts: Students can create messages and stories using symbols common to the Plains Indians. Music/Art: Students can learn about and make musical instruments used by the Navajos and the Plains. (See APS Indian Ed. Guide for information on the Plains Indians and instruments.)

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 20)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	8g. Have students explain why the United States could be called a "nation of immigrants." Discuss with students the reasons people came to the U.S., the hardships they faced, and the reasons the U.S. could accept so many people. Have students locate the native countries of immigrants on a map. Help students understand that many problems affecting immigrants (strangeness of language, life-styles, etc.) are still true of immigrants today. 8h. Discuss with students the changes brought about in the United States by the spread of railroads. Who were the main ethnic groups that worked on the railroad? Why? What were some of the difficulties people faced in building the railroad?		Books: Immigrant Kids, Russell Freedman Journey to America, Sonia Levitin American Mosaic: The Immigrant Experience, J. Morrison & Ch. Zabusky (teacher reference) In the Year of the Boar and Jackie Robinson, Bette Bao Lord APS Filmstrip & Films: Nation of Immigrants (filmstrip) Freestyle 04: Helping Hand and Helping Skill (Videotape; 30 min.)	Current Events: Ask students to collect articles on recent immigrants to the United States. Have students compare circumstances under which people come to this country in the 1980's with those of people who came in the late 1800's and early part of this century. Music: Songs from immigrant countries: Silver Burdett Music (5), pp. 54, 129-131, 133, 188, 241, 244-245

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 21)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	8i. Have students find out what jobs children might have performed in the early textile mills. Have them research child labor laws. How did labor unions improve conditions for industrial workers? 8j. Have students brainstorm: How did American women's lives change with the growth of factories? with the women's rights movement? Why didn't women and blacks have full rights when World War I ended?		Books: Mill, David Macaulay The Factories, Leonard Fisher	Music: "We Shall Overcome" Art: Make posters that might have been used to advertise for workers in the early 1900's.
9. The United States became a world leader because of its industrial achievements, educational level, and its participation in world affairs.	9a. Discuss with students: Why did the United States enter World War I and II? What resulted from our entering these wars? Can nations survive today without getting involved with other nations? Why, or why not?	PE pp. 435-499 TRB pp. 117-127; 129-134	Books: The Tie That Binds, Lucile Ellison The Taste of Spruce Gum, Jacqueline Jackson Strawberry Girl, Lois Lenski	Commemorative Days: - Veteran's Day, November 11 - United Nations Day, October 24 Field Trip: Visit the Atomic Museum at Kirtland Air Force Base.

Evaluation:

Goal: Students will develop an awareness of the legend of the land behind the history and people of the United States.

Grade: Five
Topic: History (page 22)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	9b. Discuss with students: How did the United States become a world leader? In what ways does it show leadership? What does world leadership mean to a nation?		Books: The Upstairs Room, Johanna Reiss House of Sixty Fathers, Meindert DeJong Song of the Trees, Mildred Taylor The Dark Didn't Catch Me, Crystal Thrasher	Geography: Students might prepare maps showing the major areas of battle during one or both of the world wars. Ask students to explain how the participating countries affected and were affected by the wars. Music: "You're A Grand Old Flag"; "Over There," and other World War I patriotic songs by George M. Cohan; "The Stars and Stripes Forever" Toys: - Mickey Mouse (1930's) - teddy bear (Teddy Roosevelt); see Kids' America, pp. 260-261

Evaluation:

Goal: Students will be able to relate the contributions of the various ethnic groups to the cultural richness of the country.

Grade: Five
Topic: Sociology/Anthropology (page 1)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
Students will be able to understand that: 1. People of America remember their backgrounds. The contributions that these backgrounds make to American life make everyone's life richer and more interesting.	1a. Hold a multiethnic arts and crafts fair in the classroom. Ask students to bring artifacts (or photographs) that represent their ancestry. Students should provide background information for the art form they choose as to origin, materials, etc. either orally or on a card accompanying the article. Encourage students who can sing or dance to perform, so that music is also included. 1b. Hold a multiethnic food fair. Have students volunteer to bring dishes that reflect their cultural background. Ask them to provide information regarding their dish as to ingredients, type of food (everyday or special holiday food), region of the country it comes from, etc.	PE pp. 57-61; 86-88; 179; 199; 297; 345; 346; 387; 402; 428; 429; 441; 445-446; 449; 476; 480-481 TE p. 418 (Reinf. 1)	APS. Films: Japanese Handicrafts (11 min.) Eskimo Artists Kerojuak (11 min.) Arts & Crafts of Mexico (25 min.) Africa: West African Artists & Their Art (7 min.) Navajo Silversmith (10 min.) Indian Art of the Pueblos (13 min.) Indian Artists of the SW (14 min.) Haiku: An Introduction to Poetry (11 min.) Origami (9 min.) Music to Learn About People (11 min.)	Language Arts: - Japanese Haiku poems - Have students look up origin of some common words we use frequently, e.g. bureau - French rodeo - German king - German cargo - Spanish canyon - Spanish drama - Greek etc.

Evaluation:

Goal: Students will be able to relate the contributions of the various ethnic groups to the cultural richness of the country.

Grade: Five
Topic: Sociology/Anthropology (page 2)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	1c. Help students appreciate how life in America is more interesting because of the many races, religions & nationalities represented. Brainstorm and make a list of famous Americans in the arts science, government, etc. Have students use encyclopedias to identify them by sex, ethnicity, religion, to appreciate the diversity: e.g., Albert Einstein, Cesar Chavez, John F. Kennedy, Helen Keller, Werner von Braun, G. Marconi, Martin Luther King, Amelia Earhart, Harriet Tubman. 1d. Share with students the following 1977 statistics: - 42 million American families have enough money to buy a home and most of the things they need.		Books: Great Negroes: Past & Present, Russell L. Adams Famous Mexican-Americans, Clarke Newlon Famous American Women, Hope Stoddard	

Evaluation:

Goal: Students will be able to relate the contributions of the various ethnic groups to the cultural richness of the country.

Grade: Five
Topic: Sociology/Anthropology (page 3)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- more than 26 million cannot afford to buy the food clothing and housing they need. - 7 million Americans who wanted to work could not find jobs. Ask students to update these statistics. Help students become aware of the population statistics of this country as they relate to ages, gender, ethnic heritage. These statistics point to the diversity of American people. For example, in 1977 there were more than 215 million Americans: - 110 million women - 105 million men - 52 million are under fourteen yrs. of age - 41 million are between ages 15 and 24 - 122 million are 25 yrs. old or older		Books: The Statistical Abstract of the United States 1982-1983 (at UNM Library) In America Series, Percie Hillbrand "The United States Population Data Sheet," available from: Population Reference Bureau Inc. 2213 M St. N.W. Washington, D.C. 20037 ($2.00 per single copy)	

Evaluation:

Goal: Students will be able to relate the contributions of the various ethnic groups to the cultural richness of the country.

Grade: Five
Topic: Sociology/Anthropology (page 4)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	- 176 million are Anglo Americans - 25 million Blacks - 12 million Hispanics - 1½ million Asians - 800,000 American Indians Ask students to update these statistics. Have them list other ways in which the U.S. population is diverse (e.g. geographical location, type of jobs, etc.).			
2. In spite of their diversity, Americans share many important beliefs and experiences.	2a. Ask students to brainstorm and discuss things that all Americans do have in common. Guide students to consider laws, customs, games, music, foods, money, clothing, sports, language, magazines, slang expressions, movie stars, TV shows, beliefs about democracy, freedoms, etc.			Music: "It's a Small World," Silver Burdett Music (5), pp. 48-49 Art: Make a montage of pictures depicting American food, dress, sports, movie stars, etc.

Evaluation:

Goal: Students will be able to relate the contributions of the various ethnic groups to the cultural richness of the country.

Grade: Five
Topic: Sociology/Anthropology (page 5)

Objectives	Suggested Activities	Textbook Reference	Other Resources	Integration
	2b. Assign students to write a paragraph about a belief that is important to them. How many of these beliefs are shared by the class? by people in this country? Will these beliefs be different in the future? Why? Why not?		APS Films: Of This We Are Proud (16 min.) American Phoenix (20 min.) Echoes (28 min.) Religious Freedom in America's Beginning (14 min.)	

Evaluation:

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APPENDIX A

MAJOR SKILLS FOR SOCIAL STUDIES

KEY

A = Exposure through planned readiness experience

B = Major introduction

C = Systematic development and practice

D = Reteach, maintain, and extend

	K-2	3-5	6	7	8	9	10	11	12	
I. COMMUNICATION SKILLS										
A. Reading										
1. Use books.	A, B	B, C	D	D	D	D	D	D	D	
2. Use necessary social studies terms and concepts.	A, B	B, C	B,C	B,C	B,C	B,C	B,C	B,C	B,C	
3. Identify main ideas.	A	B, C	C	C	D	D	D	D	D	
4. Use context clues.	A	B, C	C	C	D	D	D	D	D	
5. Interpret paragraphs for personal meaning.		A	B	C	C	D	D	D	D	
6. Understand total selection.	A	A, B	C	C	C	D	D	D	D	
7. Locate evidence to support an assertion or respond to a question.			A	B	B	C	C	D	D	
8. Read materials such as pictures, maps, globes, tables, charts, and graphs.	A	A	B	B	B	C	C	D	D	
9. Recognize main ideas and the supporting details which "prove" or lend credibility to the main idea.			A	B	B	C	C	D	D	
10. Read and interpret primary sources.					A	A	B	B	C	
11. Synthesize a written piece, reducing it to its most important components.			A	A	A	B	C	C	D	
B. Writing										
1. Be aware of tools and techniques of writing.	A, B, C	B, C	C	C	C	D	D	D	D	
2. Be aware of symbols and their meanings.	A, B, C	B, C	C,	C	D	D	D	D	D	
3. Apply standard English techniques including punctuation, capitalization, and sentence structure.	A	B, C	C	C	C	C	C	D	D	
4. Take notes, translating information into personal vocabulary.		A, B	B	B	B	C	C	D	D	

	K-2	3-5	6	7	8	9	10	11	12
B. Writing (cont.)									
5. Construct a paragraph which includes a topic sentence, supporting details, and summary sentence.		A, B	B	B	B	C	C	D	D
6. Construct a five-paragraph report around a clearly defined topic.			A	B	B	C	C	D	D
7. Construct a five-paragraph essay around a clearly defined topic.						A	A	B	C, D
8. Write independently, avoiding copying from references.			A	B	B	C	C	D	D
9. Demonstrate writing in three areas: informative, interpretive, persuasive.			A	A	A	A	B	B	C, D
10. Proofread and revise.			A	B	B	C	C	D	D
C. Listening and Observing									
1. Listen and observe with a purpose.	A, B	B, C	C	C	C	D	D	D	D
2. Listen for the main idea.	A, B	B, C	C	C	D	D	D	D	D
3. Identify a sequence of ideas.	A	B, C	C	C	C	C	C	D	D
4. Follow directions involving several steps.	A, B	B, C	B, C	C	C	D	D	D	D
5. Listen and evaluate, using criteria.			A	B	B	C	C	D	D
6. Take notes while listening and observing.			A	A	A	B	C	C	D
7. Compare and evaluate information gained through listening and observing with information gained from other sources.			A	A	A	B	B	C	C
D. Speaking									
1. Pronounce words correctly.	A, B	B, C	D	D	D	D	D	D	D
2. Speak in complete sentences.	A, B	B, C	D	D	D	D	D	D	D
3. Ask questions to elicit information.	A	A, B	B	B	B	C	C	D	D
4. Keep to the point.	A, B	B, C	C	C	C	D	D	D	D

	K-2	3-5	6	7	8	9	10	11	12
D. Speaking (cont.)									
5. Use logical or orderly sequence of ideas to make a point in oral work such as panel discussion.			A	A	B	C	C	D	D
6. Prepare and use notes in presenting oral reports.			A	B	B	C	C	C	C
7. Express an opinion giving examples, reasons, and supporting facts.			A	A	B	B	C	D	D
II. GEOGRAPHY AND CHRONOLOGY SKILLS									
A. Geography									
1. Understand the globe as a model of the earth.	A	B, C	C	C	D	D	D	D	D
2. Understand maps as projections of earth.	A	B	C	C	D	D	D	D	D
3. Understand location.	A	A, B	C	C	D	D	D	D	D
4. Use pictures as symbols.	A	A, B	C	C	D	D	D	D	D
5. Orient the map and note directions.		A, B	C	C	C	D	D	D	D
6. Use a grid system.		A, B	B	B	C	C	C	D	D
7. Use map symbols and understand what they represent.	A	A, B	B	B	C	C	D	D	D
8. Locate places on maps and globes using latitude and longitude.		A	B	B	C	C	C	D	D
9. Use scale and compute distance on maps and globes.			A	B	C	C	C	D	D
10. Identify kinds of maps: physical, political, economic, and historical.			A	B	C	C	C	C	D
11. Compare maps and draw inferences.			A	B	C	C	C	C	D
12. Draw conclusions using maps as a source.			A	B	C	C	C	C	D
B. Chronology									
1. Relate personal experience to time.	A, B	C	D	D	D	D	D	D	D

	K-2	3-5	6	7	8	9	10	11	12
B. Chronology (cont.)									
2. Develop an understanding of the time system and the calendar.	A, B	B, C	D	D	D	D	D	D	D
3. Compute the length of time between two dates.		A	A	A	B	C	C	D	D
4. Construct and understand timelines.		A	A	A	B	C	C	D	D
5. Understand events as part of a chronological series of events.			A	A	B	C	C	D	D
6. Understand the differences in duration of various historical periods.					A	A	A	B	C
7. Learn to formulate generalizations and conclusions about time and chronology.			A	A	A	B	C	C	D
III. CRITICAL THINKING SKILLS									
A. Finding Information									
1. Use pictures as sources of information.	A, B	B, C	D	D	D	D	D	D	D
2. Use books as sources of information.	A, B	B, C	D	D	D	D	D	D	D
3. Use discussion as a source of information.	A, B	B	B	B	C	D	D	D	D
4. Use audio-visual media as a source of information.	A, B	B	B	B	B	C	D	D	D
5. Use teachers, parents, community as sources of information.	A, B	B, C	C	C	C	D	D	D	D
6. Use tables, charts, graphs, maps, and globes as sources of information.	A	A, B	B	B	C	D	D	D	D
7. Use cartoons as a source of information.					A	B	B	C	C
8. Understand the organization of a book.	A	B	B	C	C	D	D	D	D
9. Find information in an encyclopedia.	A	A, B	B	B	C	D	D	D	D
10. Use a dictionary.	A	B, C	B	B	C	D	D	D	D
11. Use newspaper, magazines, and pamphlets as sources of information.		A	A	A	A	B	B	C	D
12. Use a card catalog.		A	B	B	C	C	D	D	D

	K-2	3-5	6	7	8	9	10	11	12
A. Finding Information (continued)									
13. Use Readers' Guide to Periodical Literature and other indexes.			A	B	B	B	C	C	D
14. Use cross references.						A	A	B	C
15. Use primary sources.					A	A	A	B	C
16. Use bibliographies.						A	A	B	C
B. Organizing Information									
1. Organize main ideas.	A	B	C	C	D	D	D	D	D
2. Arrange ideas, events, and facts in sequence.	A	A, B	A	A	B	C	C	D	D
3. Summarize.		A	A	B	B	C	D	D	D
4. Paraphrase and take notes.		A	B	B	B	C	C	D	D
5. Select details which support main ideas.			A	B	B	C	C	D	D
6. Outline information.			A	B	B	C	C	D	D
7. Synthesize information.				A	A	B	C	C	D
C. Interpreting Information									
1. Interpret word meanings.	A	A, B	C	C	C	D	D	D	D
2. Interpret general and specific meanings.	A	A, B	C	C	C	D	D	D	D
3. Form a tentative conclusion based on relevant evidence.		A	A	A	A	B	C	C	D
4. Interpret pictoral materials, charts, graphs, and tables.	A	A	A	B	B	C	C	D	D
5. Interpret cartoons.					A	B	B	C	C
6. Translate written materials into personal vocabulary.		A	B	B	B	C	C	D	D
7. Draw inferences.			A	A	A	B	B	C	D
8. Make generalizations from evidence.			A	A	B	C	C	D	D
9. Interpret statistics.				A	A	B	B	C	D

	K-2	3-5	6	7	8	9	10	11	12
D. Evaluating Information									
1. Make comparisons, determine categories, and create classifications	A	A, B	B	B	C	D	D	D	D
2. Determine cause and effect.	A	A	A	A	B	C	C	D	D
3. Recognize stereotypes.		A	A	B	B	C	C	D	D
4. Recognize ethnocentrism.		A	A	B	C	C	C	D	D
5. Distinguish between fact and fiction.			A	B	C	C	D	D	D
6. Recognize factual claim unsupported by evidence.			A	B	C	C	D	D	D
7. Recognize assumptions.				A	A	B	B	C	D
8. Recognize propaganda.					A	B	C	C	D
9. Find facts and examples to support author's thesis.					A	B	B	C	C
10. Identify viewpoint of author and state probable reason for bias					A	A	B	B	C
11. Corroborate information with additional sources.						A	A	B	C
12. Analyze conflicting evidence and synthesize from it a defensible explanation of events						A	A	B	C
						A	A	B	C
13. Determine validity of source:					A	A	A	B	C
a. Determine frame of reference of author									
b. Analyze language for "loaded" or emotional wording									
c. Determine if author is in a position to be knowledgeable on subject									
d. Determine whether author uses primary secondary sources									
e. List facts and opinions that support author's thesis									

	K-2	3-5	6	7	8	9	10	11	12	
D. Evaluating Information (continued)										
14. Recognize violation of logic Note whether: a. conclusion drawn is not related to facts given. b. conclusion is based on insufficient evidence. c. argument is based on false premise. d. writing appeals to emotions. e. author makes use of unsupported value judgment to prejudice reader. f. quotations are out of context. g. assumptions are presented as evidence. h. analogy is used as evidence.						A	A	B	C	
15. Verify tentative conclusion.						A	A	B	C	
IV. RESEARCH SKILLS										
A. Level I										
1. Identify a topic.	A	A, B								
2. Locate information from a source or sources.	A	A, B								
3. Organize information into main ideas.	A	A, B								
4. Present information in brief written or oral report or project.	A	A, B								
B. Level II										
1. Identify a problem or a topic for research.			A	B	C					
2. Locate information from a variety of sources.			A	B	C					
3. Organize information by using notes and outlines.			A	B	C					
4. Credit reference sources accurately when necessary.			A	B	C					
5. Present information in the form of a five to fifteen paragraph written report, project, or performance.			A	B	C					

	K-2	3-5	6	7	8	9	10	11	12
IV. RESEARCH SKILLS (continued)									
C. Level III									
1. Recognize that a problem or question exists.						A	A	B	C
2. Pose an hypothesis.						A	A	B	C
3. Pose questions to determine what information is needed.						A	A	B	C
4. Find and organize data (see Critical Thinking Skills).						A	A	B	C
5. Evaluate data (see Critical Thinking Skills).						A	A	B	C
6. Form a conclusion based on all relevant data.						A	A	B	C
7. Recognize areas for further study.						A	A	B	C
8. Apply problem solving skills to personal and societal problems.						A	A	B	C
V. GROUP PROCESS SKILLS									
1. Recognize the need for care of the total environment.	A, B	B, C	C	C	C	D	D	D	D
2. Understand the need for rules and help make rules.	A, B	B, C	D	D	D	D	D	D	D
3. Work in cooperation with other members of a group.	A, B	B, C	C	C	C	D	D	D	D
4. Allocate tasks within a group activity.	A	A, B	B	B	B	C	C	D	D
5. Accept the role of leader or follower.	A, B	B, C	C	C	C	D	D	D	D
6. Seek the help of others when necessary.	A, B	B, C	C	C	C	D	D	D	D
7. Relate to a variety of people, including those who appear to be different.	A, B	B	B	B	C	D	D	D	D
8. State an opinion clearly and provide supporting statements.	A	A	A	A	A	B	B	C	D
9. Respect rights and opinions of others.	A	A, B	C	C	C	C	D	D	D

	K-2	3-5	6	7	8	9	10	11	12
V. GROUP PROCESS SKILLS (continued)									
10. Give and take constructive criticism and suggestions.	A	A	B	B	B	C	C	D	D
11. Recognize when a position needs to be modified.	A	A	A	A	A	B	C	C	D
12. Reach agreement with others through voting and consensus.	A	A	A	B	B	B	C	C	D
13. Employ group problem solving skills:	A	A	B	B	B	B	B	C	D
a. State the issue.									
b. Pose questions.									
c. Find applicable data									
d. Examine alternatives and predict the consequences of each.									
e. Apply criteria to pick the best solution.									
f. Recognize the need to change a solution when new information warrants it.									

MAJOR SKILLS, PRIMARY (K-2)

COMMUNICATION

Reading

1. Use books.
2. Use necessary social studies terms and concepts correctly.

Writing

1. Be aware of tools and techniques of writing.
2. Be aware of writing symbols and their meaning.

Listening and Observing

1. Listen and observe with a purpose.
2. Listen for main idea.
3. Follow directions involving several steps.

Speaking

1. Pronounce words correctly.
2. Speak in complete sentences.
3. Keep to the point.

CRITICAL THINKING SKILLS

Finding Information

1. Use pictures, books, discussion, and audiovisual presentations as sources of information.
2. Use teachers, parents, and community as sources of information.

Organizing Information

1. Begin to organize by main ideas.
2. Begin to arrange facts, ideas, events in sequence.

Interpreting Information

1. Intrepret pictures.

Evaluating Information

1. Make comparisons.
2. Classify information.

GEOGRAPHY AND CHRONOLOGY SKILLS

Geography

1. Begin to understand the globe as model or earth.
2. Begin to understand maps as projections of earth.
3. Begin to understand location.
4. Use map symbols.

Chronology

1. Relate personal experience to time.
2. Develop understanding of time system and calendar.

RESEARCH SKILLS

1. Identify a topic (orally).
2. Locate information about the topic.
3. Present information about the topic orally.

GROUP PROCESS SKILLS

1. Recognize the need for the care of the total environment.
2. Understand the need for rules and help make rules.
3. Work in cooperation with other members of a group.
4. Accept the role of leader or follower.
5. Seek the help of others when necessary.
6. Relate to a variety of people, including those who appear to be different.

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MAJOR SKILLS, INTERMEDIATE (3-5)

COMMUNICATION

Reading

1. Use necessary social studies terms and concepts correctly.
2. Identify main ideas.
3. Use context clues.
4. Understand a total selection.

Writing

1. Apply standard English techniques including punctuation, capitalization, and sentence structure.
2. Take notes, translating information into personal vocabulary.
3. Construct a paragraph which includes a topic sentence, supporting details, and summary sentence.

Listening and Observing

1. Listen and observe with a purpose.
2. Listen for main idea.
3. Identify a sequence of ideas.
4. Follow directions involving several steps.

Speaking

1. Ask questions to elicit information.
2. Keep to the point.

CRITICAL THINKING SKILLS

Finding Information

1. Use tables, charts, graphs, maps, and globes as sources of information.
2. Understand the organization of a book.
3. Find information in an encyclopedia.
4. Use a dictionary.

Organizing Information

1. Organize main ideas.
2. Arrange ideas, events, and facts in sequence.

Interpreting Information

1. Interpret word meanings.
2. Interpret general and specific meanings.

Evaluating Information

1. Make comparisons, determine categories, and create classifications.

GEOGRAPHY AND CHRONOLOGY SKILLS

Geography

1. Orient a map and note directions.
2. Use a grid system.
3. Use map symbols and understand what they represent.
4. Associate major countries with the appropriate continent.
5. Distinguish states of the United States from countries of the world.

Chronology

1. Develop an understanding of time system and calender.

RESEARCH SKILLS

Level I Research Model

1. Identify a topic.
2. Locate information from a source or sources.
3. Organize information into main ideas.
4. Present information in brief written or oral report or project.

GROUP PROCESS SKILLS

1. Recognize the need for care of the total environment.
2. Understand the need for rules and help make rules.
3. Work in cooperation with other members of a group.
4. Allocate tasks within a group activity.
5. Accept the role of leader or follower.
6. Seek the help of others when necessary.
7. Relate to a variety of people, including those who appear to be different.
8. Respect the rights and opinions of others

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